

# Core Concept: cultural Diversity

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## *Sample High School Activities*



- Interview persons in the community representing different cultures and create a play showing their differences and commonalities. PE, OE
- Have students from different cultures prepare favorite family recipes. Note differences and commonalities. PE, P
- Study body language from diverse cultures. Role-play situations which show differences and commonalities. PE, P
- Develop a presentation about the major contributions of various cultures to modern music. PE
- Present dramatic sketches of myths and folk tales of diverse cultures. PE, P

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## *Applications Across the Curriculum*

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### **Language Arts**

- Design a culture for Jupiter. Describe how a visitor from Jupiter will deal with current cultural practices in your state or community. PE

### **Science**

- Gather, exchange, and correlate data on an environmental issue with a student or class in another country. PE, OE, P
- Develop a multimedia presentation to show the relationship of teenage diets to the health of teenagers in different geographic regions. PE, P

### **Mathematics**

- Examine music from a variety of cultures in terms of prevalent ratios of tone, beat, volume. OE, P

### **Social Studies**

- Compare the top 10 songs in the nation with those in foreign countries for a given period of time. Make inferences about cultural diversity and similarities. P

### **Practical Living**

- Produce a video or audio tape of lullabies from different countries. Analyze for similarities and differences and the way in which the lullabies relate to the human experience. PE

### **Vocational Education**

- Investigate a product from another culture. Determine how it could be marketed in the United States (e.g., Nutella Spread from France). Present marketing strategies for the United States. PE, OE, P

# Goal 2: Apply Core Concepts and Principles

## Academic Expectation

2.27: Students recognize and understand the similarities and differences among languages.

**Learning Links:** Anagram / Dialect / Poetry / Sign Language / Theatre / Definitions / Translations / Braille / Rap / Rhyme / Slang / Lyrics / Esperanto / Etymology / Body Language / Code / Fonts / Calligraphy / Voice Print

**Related Concepts:** Form and Structure of Languages / Diversity of Languages and Culture / Cross-fertilization of Languages

Elementary Demonstrators	Middle School Demonstrators	High School Demonstrators
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

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| <ul style="list-style-type: none"> <li>• Communicate basic ideas and feelings using stock phrases from various languages.</li> <li>• Investigate the derivation of words, concepts, and symbols from various languages.</li> <li>• Investigate similarities and differences among languages.</li> <li>• Listen to and observe a variety of languages.</li> </ul> | <ul style="list-style-type: none"> <li>• Communicate simple ideas, feelings, or phrases using various languages.</li> <li>• Analyze the advantages and disadvantages of linguistic translation.</li> <li>• Compare similarities and differences among languages.</li> <li>• Analyze basic forms, structures, and concepts across a variety of languages.</li> <li>• Explore the derivation of groups of words, concepts, and symbols across a variety of languages.</li> </ul> | <ul style="list-style-type: none"> <li>• Model the similarities and differences in languages among similar and diverse cultures.</li> <li>• Evaluate the effects of time, place, politics, media, and geography on languages and language development and dispersal.</li> <li>• Apply observations of other languages to native language.</li> <li>• Recognize other languages spoken, written, and/or signed.</li> </ul> |
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## Sample Teaching/Assessment Strategies: \_\_\_\_\_

**Collaborative Process:** Cooperative Learning • **Continuous Progress Assessment:** Checklist, Portfolio Development, Self-assessment • **Graphic Organizers:** Graphic Representations • **Problem Solving:** Interviews, Debates, Creative Problem Solving, Formulating Models, Role-play, Simulation • **Technology/Tools:** Distance Learning, Interactive Video, Computers, Multimedia, Puppets, Video • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

## Ideas for Incorporating Community Resources: \_\_\_\_\_

- Interview someone from another country to discuss differences between his/her native language and English.
- Visit an ethnic restaurant and report on types and names of foods served.
- Invite a local citizen who knows sign language to class for a demonstration and explanation of differences among American Sign Language, other signed languages, and English.

# Core Concept: Language

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## Sample Elementary Activities



- Explore other alphabets and pictographs. Prepare an abecedary of various alphabets. PE, P
- Investigate and map the derivation of words, concepts, and symbols. PE, P
- Use the *Oxford English Dictionary* to trace word history. PE
- Invent a code using geometric shapes and symbols. Write messages for classmates to decode. PE, P

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## Applications Across the Curriculum

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### Language Arts

- Collect advertisements in several languages from magazines and newspapers. Generate a list of the words used most frequently to persuade. P

### Science

- Use pictures or symbols to create a set of directions for a science activity. PE, OE

### Mathematics

- Graph the frequency distribution of letters of the alphabet occurring in written passages from various languages. PE, P

### Social Studies

- Locate places of origin of surnames of students in the class. PE

### Practical Living

- Interpret body language (e.g., crossing arms, eye contact, and/or tapping foot) which occurs during conflicts. PE, OE
- Prepare a pictorial dictionary depicting frequently used foreign language food phrases (e.g., *a la mode*). PE, P

### Vocational Education

- Translate and print a poem in Braille. PE

# Core Concept: Language

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## *Sample Middle School Activities*



- Make wall charts that summarize the forms, structures, and concepts of a variety of languages. PE
- Compare different translations of the same story (e.g., "The Three Little Pigs"). PE, OE, P
- Create a slang dictionary. PE
- Create a 3-dimensional form of lettering using 1 and 2-point perspective. PE, P

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## *Applications Across the Curriculum*

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### **Language Arts**

- Research dialect and vocabulary differences from regions in the state/country. In small groups, write and perform a skit which includes conversation from each dialect. PE

### **Science**

- Use an international electronic bulletin board to compile data on a common scientific research project. P

### **Mathematics**

- Investigate the proportions of various computer font designs. Design your own using precise proportions. PE, P

### **Social Studies**

- Design a chart (e.g., language tree) that shows the evolution of modern language forms from the original Indo-European language. Explain the process of evolution. PE, P

### **Practical Living**

- Investigate the use of foreign language terms in advertisements. PE, OE, P

### **Vocational Education**

- Create a set of visual cue cards with mnemonic clues to help learn Latin legal and medical terms. OE, P



# Core Concept: Language

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## Sample High School Activities



- Observe and record speech patterns of diverse social groups, and report the results. PE, P
- Examine a foreign language message which uses Western characters. With the help of a few linguistic cues, play the role of linguist and decode the message and explain reasoning. PE
- Help a “foreign guest” by identifying and explaining figurative and idiomatic uses of words or phrases in American texts or recorded conversations. PE, P

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## Applications Across the Curriculum

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### Variations on a theme: Emotions

#### Language Arts

- Given a set of love letters in translation, read and compare for basic components of form. PE

#### Science

- Examine the changes in English love poems from Chaucer’s day through the present. Evaluate the factors which combined to produce this evolution and make predictions about future change. OE

#### Mathematics

- Represent the number of entries for “love,” “hate,” “fear,” and “anger” in foreign language dictionaries using a variety of computer-generated graphics. PE, P

#### Social Studies

- Consult a number of foreign language dictionaries for entries under “love,” “hate,” “fear,” and “anger.” Draw conclusions about the significance of the emotions to the speakers of the language based on the number of entries. P

#### Practical Living

- Research the effects on personal health that can be caused by “love”, “hate”, “fear”, and “anger.” OE

#### Vocational Education

- Survey a variety of media to determine policies on language use pertaining to “emotions.” PE

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## Reflections



*Language is the basis for our communication with others. Students who understand the form and structure of language can use this knowledge to improve their relationships with others and enhance their own sense of well-being. They can also use the powerful tool of language in practical matters such as negotiations in business or relating personal needs to a family member.*

*Just as technology becomes a tool with which students manifest their thoughts and feelings, so too is language a tool—the ultimate tool in understanding others and helping others to understand us. To immerse students in the basics of language, they need consistent and intense opportunities to apply their observations about the structure of the written and spoken word. These opportunities can take many forms, from working with codes to comparisons of foreign words and phrases with English. They might manifest themselves in exploratory language experiences or the more intensive study of a highly structured language such as Latin. These learning episodes include all the traditional tools of verbal-linguistic intelligence (e.g., presenting, deciphering, translating, and comprehending) but can also be expanded to include other intelligences as well.*

*Students need opportunities to explore the sound of language and the look of written words. They need application opportunities to use the tool of language in as many demonstrative tasks as possible.*

# Goal 2: Apply Core Concepts and Principles

## Academic Expectation

**2.28:** Students understand and communicate in a second language.

**Learning Links:** Fluency / Translation / United Nations / Dialect / Diplomacy / Multinationals / Slang / Derivation / Movies / Interdependence / Travel / Trade / Machine Translation

**Related Concepts:** Listening / Speaking / Writing / Reading / Culture

<b>Elementary Demonstrators</b> 	<b>Middle School Demonstrators</b> 	<b>High School Demonstrators</b> 
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Communicate basic ideas in a second language.
- Respond to a discourse on a specific topic when listening to a second language.
- Recognize basic ideas from text written in a second language.
- Practice writing simple messages using a second language.
- Listen to and imitate a variety of languages.
- Identify some important people, holidays, and geographic areas.

- Communicate opinions on a specific topic in a second language.
- Listen to and interpret the main ideas of a discourse in a second language.
- Communicate simple ideas in writing in a second language.
- Read and interpret brief passages written in a second language.
- Identify some important dates, events, and people, and discuss their significance.

- Communicate complex ideas in real-life situations in a second language.
- Analyze and respond to topics in an extended discourse offered by speakers using native-like discourse strategies in a second language.
- Communicate complex ideas in writing in a second language.
- Analyze written text and make appropriate inferences in a second language.
- Handle routine social situations.
- Discuss the significance of the geography, history, and political contributions of the target culture.

## Sample Teaching/Assessment Strategies:

**Collaborative Process:** Cooperative Learning • **Continuous Progress Assessment:** Checklist, Portfolio Development, Self-assessment • **Graphic Organizers:** Graphic Representations • **Problem Solving:** Interviews, Debates, Creative Problem Solving, Formulating Models, Role-play, Simulation • **Technology/Tools:** Distance Learning, Interactive Video, Computers, Multimedia, Puppets, Video • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

## Ideas for Incorporating Community Resources:

- Access public and private library collections of foreign language film, video, and print material.
- Interview local foreign language speakers, including teachers and students, Peace Corp volunteers, missionaries, and migrant workers.
- Identify and visit local businesses (e.g., import stores, travel agencies, and restaurants) that have foreign clients.
- Find sources for foreign videos, cookbooks, and objects such as money, advertisements, and brochures.

# Core Concept: Second Language Proficiency

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## Sample Elementary Activities

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- Draw and put foreign language labels on the floor plan of your house or apartment. Include one sentence about each room. PE, P
- Play “Follow the leader” giving all commands in the target language. Use different formats (e.g., game, song) to do this. PE
- Read known stories (e.g., “The Little Red Hen”) aloud in the target language. PE
- Correspond with a pen pal in a foreign country where the target language is spoken. Write letters in your own language and read letters in the target language. PE, OE, P
- Sing songs in the target language. PE
- Interview a person who speaks the target language. PE, OE
- Learn a song in American Sign Language and perform the song for an audience. PE

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## Applications Across the Curriculum

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### Variations on a theme: Songs or Stories

#### Language Arts

- Listen to a variety of songs in the target language. PE, OE

#### Science

- Select a number of songs with the same theme in the target language. PE, OE, P

#### Mathematics

- Compare the rhythm to the beat of the selected songs in the target language. PE, P

#### Social Studies

- Make costumes representing the country or countries where the songs of the target language are sung. Wear the costume during the performance. PE, OE

#### Practical Living

- Using the target language, perform a selection of songs alone, and with a group. PE

#### Vocational Education

- Create an invitation and program of the songs in the target language for a performance. PE

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## Reflections

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*There is an unfortunate joke often heard abroad. “What do you call someone who speaks three languages? Trilingual! What do you call someone who speaks two languages? Bilingual! What do you call someone who speaks one language? American!” It is sad, but true, that students around the globe are required to be well-versed in several languages, while all too frequently students in America’s schools are fluent in only one—English.*

*To target understanding and communicating in a second language as an academic expectation signals a call for change; change from the study of foreign language as an honors elective, to the need for proficiency in a second language as a required element in the education of every student.*

*The world is a community. As members of a leading society in the Western world, it is only prudent that all students develop the ability to communicate in a second language.*

*With competence and proficiency in a second language, every student is more fully prepared to be a citizen of the global village. Learning another language is not merely an enhancement to a well-rounded education. Rather, it is a prerequisite for every student as they begin to better understand the world around them.*



# Core Concept: Second Language Proficiency

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## Sample Middle School Activities

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*Each of the following activities should be done using the target language.*

- Role-play a situation in which you show a foreign student around the school. Answer questions classmates have researched regarding differences in facilities. PE
- Draw names of famous people or literary characters. Introduce that person to the class without using the person's name. Classmates should try to guess the identity. PE
- Develop selection criteria for determining the host families for an international exchange program. Develop a questionnaire for the program. OE, PE
- Compare the original and American versions of folk tale(s). Put on a skit of the original version; provide a printed program to explain the differences to the audience. P
- Work in groups role-playing members of a foreign family planning a vacation. Offer reasons for a different vacation destination. PE
- Watch a foreign film and summarize the plot orally or in writing. PE, P
- Choose a favorite video and produce a "dubbed" clip of one scene. Lay the soundtrack over the picture and present for the class. PE, P

## Applications Across the Curriculum

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*Background research and materials for the following should be in the target language. Presentations may be in English in classes where students have studied other foreign languages.*

### Language Arts

- Select a poem which deals with a topic being covered in another class. Read the poem to the class and have classmates discuss the connections to the subject being discussed. PE, OE

### Science

- Use foreign language materials to study science concepts. P
- Develop a message in a foreign language that might be carried by a space probe traveling outside the solar system. Indicate some vital information about the origin of the probe. PE, OE, P

### Mathematics

- Based on the current exchange rate, set up a travel budget for a trip in a foreign country. Role-play situations where currency is exchanged (e.g., eating, shopping). PE, P

### Social Studies

- Choose and research three "important" people from a foreign culture and communicate your reasons for choosing them. PE, OE

### Practical Living

- Write a news report and prepare a broadcast for your class. PE, P
- Teach or play a sport with classmates. PE
- Develop a game and describe it to other class members. P

### Vocational Education

- Use recipes written in the target language to prepare a meal. PE

# Core Concept: Second Language Proficiency

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## Sample High School Activities



Each of the following activities should be done using the target language.

- Prepare a written summary of television and radio news from an assigned country. OE, P
- Compare a U.S. History text and a target language world history text. Give an oral summary of the main differences. OE, PE
- Listen to a famous speech and then give a summary of the speech either in writing or orally. PE, OE, P
- Read a passage of a literary work (prose or poetry) and express your feelings about the piece. Include likes and dislikes and the memories evoked. PE, OE
- Select and research an artist in preparation for an oral report to the class. Include examples of the artist's work in the report. PE, P
- By using a modem and communications software, communicate with others around the globe who are studying your second language. PE

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## Applications Across the Curriculum

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*Background research and materials for the following should be in the target language. Presentations may be in English in classes where students have studied other foreign languages.*

### Language Arts

- Subscribe to a target language newspaper. Note the differences and similarities between that paper's presentation of specific national and world events and the presentation offered by a Kentucky daily newspaper. PE, OE, P

### Science

- Write a review of a science investigation. PE, P

### Mathematics

- Use target language to solve real-world mathematics problems. PE, OE, P

### Social Studies

- Develop a travel guide for another country. P

### Practical Living

- Write a review for a pen pal in another country of an arts event you attended. PE, OE, P

### Vocational Education

- Research and prepare a presentation on foreign country careers for Americans. PE, P



# Notes

# Practical Living Studies

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*"...all youth are caught in a vortex of new risks. They face risks that were almost unknown to their parents and grandparents, and face those risks at an early age."*

*Turning Points: Preparing American Youth for the 21st Century, (22)*

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**H**ealth-related issues permeate today's society. People are more health conscious; yet, American children are more at risk than ever before. The academic expectations in practical living studies address all aspects of wellness and include development of health habits and behaviors that will affect students throughout their lives. Although practical living studies includes health education, home economics, and physical education, instructional/assessment activities which help students achieve these outcomes should be integrated across the disciplines, beginning in primary school.

Optimal physical, mental, social, and emotional development is necessary for lifelong health and learning. The physical condition of individuals affects their mental and emotional health and vice versa; therefore, these facets of health cannot be treated separately, and emphasis cannot be placed on one at the exclusion of the other.

Wellness education must include study of personal health, nutrition, disease prevention and control, family life and parenting, consumerism, HIV/AIDS/STDs, substance abuse, stress manage-

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*Bruner Middle School is developing an interdisciplinary unit based on a "Systems and Interactions" theme. A team of teachers met to plan instructional units. The practical living studies teachers decided to focus on the middle school demonstrator, "Evaluate the effects of subsystems and the components of a system." They let their students brainstorm ideas for the activities in which they had an interest.*

*Mr. Green's health education class planned to monitor the body systems by doing personal health status analysis and graphing the results.*

*Having viewed a video on fad diets, Ms. Thompson's home economics class became interested in investigating how nutrition and eating habits affect the body systems.*

*Mrs. Edward's physical education class decided to plan, develop, and participate in an aerobic exercise program after studying the impact of physical fitness on the body systems.*

*The three classes decided to do research and develop a brochure for distribution to the student body. The brochure would address aspects of healthy lifestyle habits that enhance health status and well-being.*

ment, self-esteem, health systems and resources, and accident prevention and safety. Also included are psychomotor skills and physical fitness patterns of behavior that can be sustained throughout life. Students need an understanding of how their body systems function and an appreciation for the human body as a marvelous "machine" that reacts positively or negatively to choices of consumption, behavior, and activity. They need to recognize and accept personal responsibility for their own health and to appreciate that their health is intertwined with that of the community and world. In a world where high-risk options abound, schools cannot consciously neglect the health-related issues with which students are confronted daily.

Education in family life and parenting, substance abuse and violence prevention, stress management and conflict resolution, resource management and consumer education, and social skill development can have a major influence on mental and emotional wellness. Despite the emerging diversity in family structure, function, and lifestyle, the family remains the single most important factor in the development and self-understanding of the individual. Parents provide their children with models of parenting behaviors; in dysfunctional families these models are frequently not conducive to mental and emotional wellness. Students must be given opportunities to learn constructive family life and parenting skills, including an appreciation of the way family members help each other, and the value of the feeling of belonging in a family.

Students need to master the processes necessary in making rational consumer and resource-management decisions which influence quality of life for themselves and others. They need skills which enable them to manage stress and crisis, develop a sense of purpose in life, and maintain healthy self-esteem. Students also need to master social skills which enable them to protect their rights, bond with others appropriately, and contribute to others.

In an increasingly global society, students must recognize and appreciate the influence and responsibility they have in contributing to the health and well-being of their community and society. Health is a global concern; the behavior of individuals in one part of the world can potentially influence the environment, resources, and welfare of all.

Maintaining physical, mental, social, and emotional wellness is about making responsible choices that protect the well-being of the individual, family, and the world community. These choices include avoiding high-risk health behaviors, contributing to the family and society, and making healthy transitions into responsible adulthood. The practical living studies academic expectations when taught throughout the curriculum, P-12, are designed to develop in students those skills, habits and behaviors that will contribute to a lifetime of physical, mental, social, and emotional wellness.

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Carnegie Council on Adolescent Development. *Turning Points: Preparing American Youth for the 21st Century*. New York, NY: Carnegie Corporation, 1989: 22.





*Students from Taylor County High School compare nutritional information found on food labels. Photo by Rick McComb.*



# Goal 2: Apply Core Concepts and Principles

## Academic Expectation

**2.29:** Students demonstrate skills that promote individual well-being and healthy family relationships.

**Learning Links:** Dating/Marriage / Pregnancy / Birth Control / HIV/AIDS/STDs / Death and Grief / Divorce / Rape / Suicide / Abuse / Discipline / Self-control / Adoption / Baby-sitting / Day Care / Geriatrics

**Related Concepts:** Communication Skills / Rights & Responsibilities in Interpersonal Relationships / Parenting / Conflict Resolution / Child Development / Sexuality / Human Life Cycle / Family Crisis / Family Violence / Personal Safety / Abstinence Skills

<b>Elementary Demonstrators</b> 	<b>Middle School Demonstrators</b> 	<b>High School Demonstrators</b> 
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

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|--|---|---|
| <ul style="list-style-type: none"> <li>• Determine situations that are abusive or unsafe.</li> <li>• Demonstrate positive ways to resolve conflicts.</li> <li>• Create solutions to problems that occur in family relationships.</li> <li>• Examine different types of families and changes within families.</li> <li>• Demonstrate appropriate ways to express feelings.</li> <li>• Recognize rights and responsibilities in family relationships.</li> <li>• Determine roles of family members.</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate constructive and destructive family relationships in different types of families.</li> <li>• Distinguish between rights and responsibilities in family relationships.</li> <li>• Describe changes (e.g., physical, emotional, social) that occur during adolescence.</li> <li>• Analyze effective practices which prevent Sexually Transmitted Diseases (STDs).</li> <li>• Choose strategies for responding to sexual abuse and family violence.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze lifestyle decisions that promote healthy family living.</li> <li>• Apply skills that promote healthy relationships among family and friends.</li> <li>• Analyze personal rights and responsibilities in family relationships.</li> <li>• Evaluate the impact of sexual choices on the health and well-being of self and others.</li> <li>• Analyze the impact of family planning on individual, family, and society.</li> <li>• Assess parenting skills that lead to a nurturing family life.</li> <li>• Interpret the impact of changes throughout the life cycle.</li> <li>• Investigate protective strategies for dealing with sexual abuse and family violence.</li> </ul> |
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## Sample Teaching/Assessment Strategies:

**Collaborative Process:** Cooperative Learning • **Community-Based Instruction:** Field Studies • **Continuous Progress Assessment:** Self-assessment • **Problem Solving:** Inquiry, Investigation, Simulation, Role-play, Interview • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

## Ideas for Incorporating Community Resources:

- Invite a lawyer, police officer, or spouse abuse representative to discuss dating and/or domestic violence.
- Visit one or more childcare centers to observe developmentally appropriate activities.
- Invite a community member from another culture (e.g., foreign exchange student) to visit the class and talk about family in his/her country of origin.
- Invite a social services or Family and Youth Service Center representative to class to discuss community agencies that offer assistance or protection to families or children.



# Core Concept: Family Life and Parenting

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## Sample Elementary Activities

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- Use a word processor to draft, revise, and finalize a story which portrays a real-life conflict; include ways to resolve the problem. Discuss the effectiveness of the solutions. OE, P
- Brainstorm household chores/jobs. Chart the tasks each family member performs. OE
- Role-play ways to express personal feelings experienced in given situations. PE
- Make or draw a house in which your family members are placed. Display the house and discuss the similarities and differences with other households to examine types of families. OE
- Read a book/article where people are in safe and unsafe situations. List actions that have led to both the safe and unsafe circumstances. Compare this to situations you might face. Determine what actions you could take. P
- Create and perform a skit that demonstrates rights and responsibilities of family members. OE
- Make a chart which lists likes and dislikes of family members. Analyze the lists to predict why certain problems occur in families. PE, OE

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## Applications Across the Curriculum

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### Language Arts

- Read stories about family relationships. Web the responsibilities of the family members. Create your own book about family members and their responsibilities toward other family members. P

### Science

- Prepare a graphic representation (e.g., circle graphs, line graphs, histograms, charts) to describe survey information from your classmates regarding roles and responsibilities of family members. Compare it to a honeybee society. P

### Mathematics

- Consider several household chores for which you feel you should be responsible and the allowance you think would be fair for each activity. Identify the basis for establishing the rate of allowance. OE

### Social Studies

- Role-play family roles in agrarian and urban societies. PE

### Arts and Humanities

- Create a soft sculpture of someone special to you. Promote a family life week during which the soft sculptures will be displayed. PE, P

### Vocational Education

- Determine solutions to family-life problems resulting from a family crisis or change (e.g., illness, move, new baby, handicapped or elderly family member) by using problem-solving techniques. PE, OE
- Role-play solutions to sibling conflicts. Identify the consequences of each solution and determine if there are preferred actions. PE

# Core Concept: Family Life and Parenting

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## Sample Middle School Activities



- Simulate the responsibilities of parenthood by caring for an inanimate object (e.g., egg, two pound bag of flour) for an extended period of time and relate how being a parent would change the lifestyle of an adolescent. PE, P
- Write, perform, and critique a skit which communicates effective refusal skills. PE, OE, P
- Generate and role-play scenarios where adolescent issues/concerns (e.g., gossip, peer pressure, sexual relationships, sexual disease, exploitation) are resolved. P
- Use desktop publishing to write articles on blended families for the school newspaper. Include ways (e.g., communication, distribution of chores) to ease the transition. OE, P
- View a television program and determine the roles and responsibilities of each family member. Discuss and analyze why certain problems occur and how they can be resolved. OE, P
- Research community agencies that offer assistance or protection to families or children. Make a booklet that identifies the agencies and include services, addresses, and phone numbers. OE, P
- Gather information on prevention of Sexually Transmitted Diseases (STDs). Evaluate the accuracy and credibility of the data. PE, OE

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## Applications Across the Curriculum

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### Variations on a theme: Home Safety

#### Language Arts

- Write a play about home accidents and how to avoid them. PE, OE

#### Science

- Inventory the cleaning and painting supplies in your home. Assess current storage facilities for the products and design an alternative storage plan, if needed. PE

#### Mathematics

- Research the type and number of in-home accidents and design a plan to eliminate those risks in your home. PE, OE

#### Social Studies

- Research the history of first-aid procedures; create a visual on how they have changed (e.g., seizures, water safety, choking). P

#### Arts and Humanities

- Design posters for home-safety awareness and display in the community. PE
- Videotape the home-accident play and share with a class of elementary students. PE

#### Vocational Education

- Prepare a baby-sitter's manual emphasizing home safety and dealing with emergencies. PE, OE, P

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## Reflections



*In a world where the rapid rate of change creates unstable factors affecting society from its inner nucleus to its outer core, the family is most at risk. Some futurists describe the family of today as the "shattered family." The increasing rate of divorce, corporate transfers, single parenthood, blended families, and aging parents is markedly changing the family unit.*

*Individuals go into parenting with little or no training and often with limited idea of what is expected of them. The seriousness of this condition is compounded if the parents are teenagers who have not yet assumed responsibility for their own lives.*

*Students need instruction in family life and parenting skills if they are to provide their children with a family infrastructure that supports positive growth and development. Family life skills is an academic expectation that dictates a fully articulated curriculum and must be threaded throughout the transformed academic curriculum.*

*Source: Toffler—Future Shock*

# Core Concept: Family Life and Parenting

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## **Sample High School Activities**



- Create an exhibit which focuses on lifestyles that promote healthy family living; display the exhibit in the local community. PE, P
- Brainstorm, by working in small groups, possible solutions to problems or situations involving family roles and responsibilities; select the most viable and defend the solution(s). OE, P
- Design a poster on the physical, social, and emotional risks of becoming sexually active. Describe how the life of a young woman or man might change. PE, OE, P
- View laser-disk technology dealing with teenage sexuality and discuss social concerns. OE, P
- Write a manual for middle school students communicating effective refusal skills. P
- Collect data which show the connection between occupations and family relationships. Develop a presentation which shows how career choices may affect family life styles (e.g., location of job, salary). PE
- Examine how the aging of family members affects relationships in the family. Write a piece which discusses ways to deal with these life changes. P
- Volunteer to work with a community agency that addresses family violence. PE, OE, P

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## **Applications Across the Curriculum**

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### **Language Arts**

- Interview a cross section of single parents and their children for a series of articles for your school newspaper. Analyze effects of social and economic status, gender, age, cultural and/or ethnic heritage, educational level, and other factors on each parent-child relationship. Discuss coping mechanisms for single parents and their children, benefits and liabilities of living with or being a single parent, and other information of interest to the readers of your series. PE, P

### **Science**

- Evaluate the reliability of the means (e.g., physical characteristics, personality traits, blood types, DNA mapping) by which paternity is determined. OE
- Research the effects of a chronic illness on familial relationships. Create and present a multimedia report of your findings. P

### **Mathematics**

- Investigate the financial impact of divorce on a family with children ages 10 and 16 with two working parents. P

### **Social Studies**

- Research family life in America from colonial times to the present. Using a multimedia presentation, show reasons changes have occurred in family structure. PE, P

### **Arts and Humanities**

- Create and perform an improvisation where two family members must resolve a real-life, family issue/problem. PE
- Create individual designs for a bulletin board depicting the impact of changes throughout the life cycle. Select the designs or "merged" design to be displayed in the library. PE

### **Vocational Education**

- Plan and conduct activities (e.g., recreational, educational) for the elderly. Create and publish an article on your experience. PE, OE
- Research activities which address the social, emotional, mental, and physical needs of a four-year old. Plan and implement a variety of appropriate activities in a nursery school program. PE, OE, P
- Write an article for the school newspaper regarding the risks of premarital sex. P



## Goal 2: Apply Core Concepts and Principles

### Academic Expectation

**2.30:** Students evaluate consumer products and services and make effective consumer decisions.

**Learning Links:** Banking / Advertising / Taxes / Food/Shelter/Clothing / Wants/Needs / Conservation / Money Management / Ecology / Entertainment / Recycling / Credit

**Related Concepts:** Financial Institutions / Consumer Skills / Resource/Environmental Management / Budgeting / Consumer Services/Products / Personal Finance

#### Elementary Demonstrators



#### Middle School Demonstrators



#### High School Demonstrators



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Evaluate consumer decisions for environmental impact.
- Analyze and use consumer information.
- Examine influences on consumer selections.
- Examine the key points from a message (e.g., advertisement).
- Recognize products and services that individual families consume.
- Describe products and services of personal concern and preference.

- Evaluate personal consumer practices for environmental impact.
- Make consumer decisions. Defend selections.
- Analyze advertisements for consumer approaches and accuracy of information.
- Develop strategies for managing personal resources.

- Utilize consumer skills in real-life situations.
- Evaluate consumer information, rights, and responsibilities.
- Access and use available consumer and personal services.
- Develop and use strategies for managing resources (e.g., personal, family, environmental).
- Determine strategies for making informed consumer decisions.

## Sample Teaching/Assessment Strategies:

**Collaborative Process:** Cooperative Learning • **Continuous Progress Assessment:** Self-assessment, Portfolio Development • **Problem Solving:** Case Studies, Role-play, Simulations • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

## Ideas for Incorporating Community Resources:

- Invite a resource person (e.g., Better Business Bureau, chamber of commerce) to discuss fraud and misleading information offered to consumers.
- Invite a resource person (e.g., representative of a power company, Cooperative Extension Service or Home Builders Association) to discuss energy conservation as it relates to consumer decisions.
- Visit a local bank and a money machine to observe the functions and services of each. Ask the banker to describe the responsibilities of the user.

# Core Concept: consumerism

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## **Sample Elementary Activities**



- Design and operate a simulated shopping center which includes a bank, grocery, pet shop, and sporting goods and music stores. Write a story about your experiences. PE, P
- Bury a potato, paper container, plastic bottle, and an aluminium can; record quarterly the biodegradable status. Use the results of the study to determine the environmental impact of purchasing habits. PE
- Choose a product that meets a personal need or want. Examine and present the reasons (e.g., purpose, cost, availability, dependability, advertising) you would buy this product. OE, P
- Identify your favorite commercial and why you like it. Describe characteristics of the product. Identify techniques advertisers use to convince you to buy the product. Decide whether or not you will buy the product. Create a commercial to sell a product. PE, OE, P
- Make a map or rebus-story tracing the consumer chain of a particular product. OE, P
- Make a collage of labels from items in your home. PE

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## **Applications Across the Curriculum**

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### **Language Arts**

- Determine, as a class, an item for class purchase. Design and implement a plan to earn money for the purchase. P

### **Science**

- Calculate the money saved in one year if a pack-a-day smoker stopped smoking. Plan multiple experiences for the family that could be financed by the money saved. PE

### **Mathematics**

- Estimate the amount of water you personally use in one day, one week, one year. Suggest ways in which you could save water. OE, P

### **Social Studies**

- Identify classroom supply needs over a semester. In cooperative learning groups, examine school supply catalogs and suggest the most efficient and practical use of the available money. P

### **Arts and Humanities**

- Rewrite an advertisement to convey what you think is the “truth” about a product you have used that did not live up to its advertisement. PE, OE, P

### **Vocational Education**

- Select items for a first aid kit for the classroom. Comparison shop for items charting price, size, and amount; determine the best buy. P
- Evaluate a household product using a list of criteria agreed upon as a team. OE, P
- Research and compile a list of consumer services available to people in the community. P



# Core Concept: consumerism

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## *Sample Middle School Activities*



- Role-play a process for returning a defective product. P
- Create a database of daily personal water usage. Develop a plan to conserve water. P
- Compare the cost, time, and skills needed for preparing a dinner at home and ordering a restaurant meal. Use technology to record and illustrate results. OE
- Analyze print advertising for misleading and/or fraudulent information. Create displays that illustrate your findings. PE, OE
- Investigate buying trends of young people. Visit local stores and develop a comparison sheet of prices and quality of several selected items that adolescents purchase. PE

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## *Applications Across the Curriculum*

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### **Language**

- Develop a plan to save money for an expensive item you want to purchase. P

### **Science**

- Plan a shopping list using coupons to get the lowest prices possible for the most nutritious foods. P
- Use a nutrition table to plan meals for a camping expedition which are well balanced and within a given budget. PE

### **Mathematics**

- Compare the cost of purchasing specific items by cash versus credit. Develop visual representation of the result. PE

### **Social Studies**

- Participate in a simulation of command and free market economies, indicating the availability of goods and services of each. PE
- Collect reports on the living standards for the average citizen in eastern and western European countries. Analyze their economic systems and relate to differences in consumer goods availability. OE, P

### **Arts and Humanities**

- Invent an original product that can be marketed; design an advertisement for television incorporating graphics, music, and movement; communicate the functional uses and cost benefits of the product. OE, P

### **Vocational Education**

- Evaluate food advertisements for validity of health claims. OE
- Practice common banking transactions (e.g., deposits, check writing, keeping a register, and reconciling a bank statement) using materials collected from the bank. PE
- Prepare and deliver a "best-buy" presentation supporting the purchase of a specific stereo. PE

# Core Concept: consumerism

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## Sample High School Activities



- Develop an itinerary and budget for a trip to a national park using information obtained from representatives of various agencies (e.g., travel agencies, insurance companies, house sitting services, kennels, car rental firms). P
- Develop and implement an entertainment spending plan based on monthly personal income. OE
- Critique television advertising strategies to determine the persuasive techniques used. OE, P
- Create and distribute brochures which illustrate environmentally sound consumer alternatives for using disposable items (e.g., paper, disposable diapers, styrafoam products). P
- Investigate consumer journals and use comparative shopping techniques to select the best buy of a CD player. Justify your selection. PE, OE, P
- Investigate several types of health insurance. Prepare charts listing coverage, exemptions, and pros and cons for each policy. Analyze results for best purchase. OE, P
- Design the most energy-efficient and economical heating and cooling plan for a new home being built in your community. Consider local availability of materials as well as the local climate. OE, P

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## Applications Across the Curriculum

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### Variations on a theme: Advertisements and Advertising

#### Language Arts

- Analyze a variety of advertisements for subliminal messages. OE, P

#### Science

- Research scientific accuracy of claims made in advertising. PE, OE, P

#### Mathematics

- Analyze the validity of the statement "Figures don't lie, but liars can figure." Apply to a variety of advertisements. OE, P

#### Social Studies

- Collect advertisements for a product which are aimed at different consumer groups. Compile in a portfolio. P

#### Arts and Humanities

- Re-create a variety of advertisements in different media. Analyze the similarities and differences with the original advertisements and the impact on the marketing of the product. PE, OE, P

#### Vocational Education

- Create an advertisement for a specific career in which you are interested. PE

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## Reflections



*In terms of availability of goods, we are often confronted with option-overload. Think about the choices that present themselves on a daily basis. The options overwhelm us as we try to select the appropriate, "just right" gym shoe from the hundreds of models and styles available; try to find the "best" long distance phone service; or try to choose a car. As consumers of a multitude of goods and services, schools must equip students with the skills for effective consumer decision making. They must provide the knowledge base and experiences for practical application of consumer rights and responsibilities. The concept of consumerism is a rich and fertile theme that sparks a wealth of ideas across curricular boundaries.*

# Goal 2: Apply Core Concepts and Principles

## Academic Expectation

**2.31:** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

**Learning Links:** Self-discipline / Genetics / Alcoholism/Drugs / Aging / Environment / Health Care / Nutrition / Safety and First Aid / Food Preparation / Stress / HIV/AIDS/STDs / Personal Hygiene

**Related Concepts:** Nutritional Practices / Physical Fitness / Personal Health Habits / Disease Prevention and Control / Self-assessment / Safety and Emergency Measures / Lifestyles / Stress Management

<b>Elementary Demonstrators</b> 	<b>Middle School Demonstrators</b> 	<b>High School Demonstrators</b> 
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Evaluate and select actions which can enhance growth, development, and wellness.</li> <li>• Identify preventative safety procedures for the home, school, and community.</li> <li>• Develop awareness of the interrelatedness of body functions and the impact of lifestyle choices on body systems.</li> <li>• Explore measures for preventing and controlling disease.</li> <li>• Investigate nutritional practices which enhance health.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate basic physiological principles of exercise (e.g., intensity, duration, frequency).</li> <li>• Evaluate dietary practices.</li> <li>• Select behaviors and make lifestyle choices to prevent or minimize the risk of disease.</li> <li>• Recognize the benefits of self-assessment of health status.</li> <li>• Describe the interrelationships of and physiological changes in body systems.</li> <li>• Analyze procedures for emergency situations.</li> <li>• Apply preventative safety measures for the home, school, and community.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply wellness concepts to health maintenance.</li> <li>• Assess and design strategies for improving and monitoring health-related physical fitness (cardiovascular endurance, muscular strength and endurance, flexibility, body composition).</li> <li>• Apply nutritional practices which promote wellness.</li> <li>• Select behaviors to prevent or minimize the risk of disease.</li> <li>• Analyze impact of personal behavior on body systems.</li> <li>• Demonstrate first-aid and safety procedures.</li> </ul> |
|---|---|--|

## Sample Teaching/Assessment Strategies: \_\_\_\_\_

**Collaborative Process:** Cooperative Learning • **Community-Based Instruction:** Field Studies • **Continuous Progress Assessment:** Self-assessment • **Graphic Organizers:** Mapping/Webbing, Matrix, Graphic Representations • **Problem Solving:** Role-play, Interview, Creative Problem Solving, Future Problem Solving • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

## Ideas for Incorporating Community Resources: \_\_\_\_\_

- Visit community hospitals/clinics to learn about and assess services for disease control and prevention.
- Invite a resource person to explain wellness behaviors and give examples of self-monitoring.
- Invite a nutritionist, registered dietitian, or home economist to speak on nutrition, healthy diet, or nutritious snack choices.
- Visit a local fitness center or YMCA to practice relaxation exercises with an instructor.
- Invite a pharmacist to class to discuss healing with drugs. Invite a local person informed about the medicinal qualities of plants to discuss healing with home remedies.



# Core Concept: Physical Wellness

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## Sample Elementary Activities



- Develop a physical fitness, self-improvement plan identifying areas of weakness. Plan simple, realistic goals for improvement; keep a progress chart and incorporate healthy rewards. P
- Design a balanced menu for one week including breakfast, lunch, dinner, and snacks. Prepare one meal from the menu. PE
- Record, in a journal or log, lifestyle habits which impact immediate and long-range health. P
- Propose preventative safety procedures for home, school, and community. PE
- Create posters showing ways to reduce the spreading of germs. PE, OE

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## Applications Across the Curriculum

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### Variations on a theme: Healthy Habits — Personal Fitness

#### Language Arts

- Construct a “Healthy Me” journal and document daily activities/behaviors used to maintain a healthy, clean body. P

#### Science

- Record pulse and respiratory rates before, during, and after exercise over an extended period of time. PE

#### Mathematics

- Display data about personal physical fitness. PE

#### Social Studies

- Play a game, from another culture, that requires physical activity. PE

#### Arts and Humanities

- Produce an exercise video. PE

#### Vocational Education

- Observe and record the physical activities required of teachers in your school. Design and present to the teaching staff a program for maintaining physical fitness. PE

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## Reflections



*Fitness, exercise, and nutrition are the battle cries of the '90s. Students are faced with decisions regarding health issues each day—drug and alcohol abuse, HIV/AIDS/STDs, environment, disease control, and nutritional practices. As part of their schooling in self-discipline and physical fitness, students must take responsibility for their own health and well-being.*

*While health and physical education has always been a part of the traditional curriculum, the focus today goes beyond the classroom/gymnasium and permeates every aspect of the student's school day. Healthy decision making dictates a problem-solving approach that is personal and different for each student.*

*To equip students with the know-how to take responsibility for maintaining their health—within the school program and beyond the school walls—schools must orchestrate programs that emphasizes understanding, achieving, and maintaining physical wellness. This is perhaps best done as part of an encompassing program that requires students to be partners in a process that analyzes, prescribes, implements, and evaluates their physical needs.*

# Core Concept: Physical Wellness

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## Sample Middle School Activities



- Compile a portfolio of your fitness program including personal physical assessment, goals, improvement practices, and evaluations procedures. P
- Use a computer program to evaluate menus in the school cafeteria for nutritional value. PE
- Use multimedia to create and implement an advertising campaign showing the healthy behaviors that can help prevent major causes of death (e.g., heart disease, cancer, stroke, accidents). P
- Interview family members and friends to identify present practices for assessing, maintaining, and improving health status. Predict future health status of each person interviewed based on his/her present health practices. P
- Design and implement a plan to make your home safe for young children. PE

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## Applications Across the Curriculum

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### Language Arts

- Observe school cafeteria behaviors (e.g., table etiquette, food consumption) for one week. Based on your research, design a campaign to promote pleasant dining environments. PE

### Science

- Chart physical descriptors (e.g., height, weight, age) of family members; discover trends and chart correlations between physical descriptors and personal habits (e.g., smoking, sleep requirements, diet, stress). P
- Interview physical wellness experts to determine habits that encourage optimal growth and development. Develop a personal physical wellness plan that will include weight management, exercise, nutrition, and rest. Monitor your progress. P

### Mathematics

- Estimate the distance for a walking/jogging course around the school building. Determine how long it actually takes to walk the course. Compute individual walking/jogging pace. PE, P

### Social Studies

- Survey, chart, and graph the average physical wellness of the school population and compare it to the standards of the President's Council on Physical Fitness. Create a school-wide plan for addressing areas that need improvement. P

### Arts and Humanities

- Design health and nutrition posters for a senior citizens center, child care center, nursing home, and school cafeteria. PE
- Research a number of artistic styles that illustrate the human form. Compare current standards of physical wellness to the time period of the works of art. P

### Vocational Education

- Investigate additives in processed food and the diseases caused by food additives. Develop a poster which communicates findings. OE
- Design a plan for forming, recruiting, and marketing a fitness group. PE, OE
- Evaluate dietary habits of peers; prepare bulletins designed to facilitate change in unhealthy eating habits. P



# Core Concept: Physical Wellness

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## Sample High School Activities



- Design a brochure for health club members outlining recommended exercise that incorporates physiological concepts necessary for safe workouts. P
- Plan and implement a health fair that includes health screenings. Analyze participants' results and assist in setting goals. PE, P
- Use a Recommended Daily Allowances (RDA) chart to plan a week's menu for a family of four on an average food budget. Modify your plan to allow for one family member with diabetes. P
- Analyze a family life tree. Search for hereditary and lifestyle factors that may have contributed to deaths. PE, OE
- Simulate emergency situations (e.g., heart attack, choking, drug overdose, drowning, suicide attempt) and demonstrate appropriate responses. PE

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## Applications Across the Curriculum

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### Language Arts

- Create a "Staying Healthy Self-Help Guide for Adults" including a nutrition, hygiene, and physical fitness plan. Present this at a faculty or parent meeting. PE, OE, P

### Science

- Analyze a meal to determine the biochemical components and nutritive value of each food on the menu. PE, OE, P
- Investigate factors that might have affected human life spans over the past 200 years. Chart and correlate findings. P

### Mathematics

- Record your physical activities for a given period to determine the number of calories burned on an average day. Calculate the caloric intake needed to maintain your present weight. PE, OE, P

### Social Studies

- Examine the influence of poverty on physical wellness by interviewing an employee of an agency established to serve the indigent. PE, P

### Arts and Humanities

- Select and research a variety of examples of "the ideal human form" in history, literature, and art. Compare and contrast the examples and project what the "ideal" might look like in a hundred years. PE, OE

### Vocational Education

- Debate pros and cons of raising tobacco as a cash crop in Kentucky. PE, OE
- Research importance of "green" spots in urban areas. Analyze findings relative to specific environments. PE, P
- Design a business proposal/plan for a health/fitness center in your community. PE
- Devise a personal wellness plan and a system to maintain that plan. Monitor progress. P

# Goal 2: Apply Core Concepts and Principles

## Academic Expectation

**2.32:** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

**Learning Links:** Addictive Behaviors / Grief / Student Organizations / Support Groups / Relaxation / Drug Therapy / Self-expression / Counseling / Assertiveness / Arts and Crafts / Self-discipline

**Related Concepts:** Self-esteem / Interpersonal Relationship Skills / Communication / Stress Management / Refusal Skills / Conflict Resolution / Goal Setting / Self-assessment / Time Management

<b>Elementary Demonstrators</b> 	<b>Middle School Demonstrators</b> 	<b>High School Demonstrators</b> 
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Practice interpersonal skills which contribute to healthy relationships and self-esteem.</li> <li>• Recognize the factors that influence self-esteem.</li> <li>• Demonstrate techniques for stress management.</li> <li>• Predict consequences of substance abuse and other addictive behaviors.</li> <li>• Recognize that mental and emotional health problems can be treated.</li> <li>• Express basic feelings and emotions in a positive way.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze and apply strategies for achieving and maintaining self-esteem.</li> <li>• Apply interpersonal relationship skills which contribute to emotional wellness.</li> <li>• Use strategies to manage stress.</li> <li>• Plan strategies for avoiding substance abuse and other addictive behaviors.</li> <li>• Investigate methods of prevention, intervention, and treatment of mental and emotional disorders.</li> <li>• Examine and modify nonconstructive expressing of emotions.</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate methods for prevention, intervention, and treatment of mental and emotional disorders.</li> <li>• Use prevention and intervention strategies for addictive behaviors.</li> <li>• Practice interpersonal relationship skills which contribute to emotional wellness.</li> <li>• Express personal emotions constructively and react to others' emotions appropriately.</li> </ul> |
|---|--|---|

## Sample Teaching/Assessment Strategies: \_\_\_\_\_

**Collaborative Process:** Peer Tutoring, Brainstorming • **Community-Based Instruction:** Field Studies, Service Learning • **Problem Solving:** Simulation, Role-play, Interviews, Brainstorming, Inquiry • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

## Ideas for Incorporating Community Resources: \_\_\_\_\_

- Invite a representative from a mental health agency to discuss mental and emotional disorders and/or ways to express feelings and emotions constructively.
- Invite a mental health expert to demonstrate the value of humor and other techniques for stress management.
- Tour a substance abuse treatment facility.

# Core Concept: Mental and Emotional Wellness

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## **Sample Elementary Activities**



- Make a class Big Book entitled: "It's O.K." to illustrate that for every action there is a reaction. Describe a situation on one page, on the next page write "but it's o.k. to..." (e.g., "when my ice cream cone gets knocked out of my hand, it's o.k. to tell Mom; ask for another cone; feel sad; expect an apology"). OE
- Graph your positive characteristics and strong points. Develop a plan for self-improvement. OE, P
- Identify a situation which causes stress in your classroom; explore and practice ways to relieve the stress constructively. PE, OE, P
- Role-play a "what to do when" game to identify resources of treatment for mental and emotional health problems. PE
- Create a classroom collage of affirmations. PE
- View a television program; define ways emotions were expressed, both verbally and nonverbally, and determine the impact of the expressions on others. Discuss ways nonconstructive expressions might be modified. PE, OE

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## **Applications Across the Curriculum**

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### **Language Arts**

- Brainstorm ways to deal with stress. Create a bumper sticker to promote stress management. PE, OE

### **Science**

- Develop and implement a plan to complete a science project. Set realistic short-term goals. Report your feelings as goals are met and when project is completed. OE, P

### **Mathematics**

- Keep a mathematics journal (freewriting). Write positive and negative feelings about solving a mathematics problem. OE, P

### **Social Studies**

- Research the elements of physical and emotional health. Produce role-plays to show the correct and incorrect strategies to promote good health. PE

### **Arts and Humanities**

- Create a visual display to help someone change an unhealthy habit or manage stress. Present your work to a civic group and survey their reactions. PE, P

### **Vocational Education**

- Plan and prepare a comic book which illustrates ways to use leisure time. PE, P
- Make a collage using the warning labels from advertisements for alcohol and tobacco products. PE
- Mime various emotions (e.g., sad, happy, mad). PE



# Core Concept: Mental and Emotional Wellness

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## Sample Middle School Activities



- Develop and secretly implement a plan to bolster the self-esteem of someone you care about; keep a journal of your interactions with this individual. Analyze and report on those actions that appeared to be successful and unsuccessful. Discuss how this activity influenced your self-esteem. PE, OE, P
- Implement a three-week plan for changing a negative behavior or habit; use technology to record all progress and setbacks. Make appropriate adjustments for success. P
- Role-play a scenario where you experienced frustration, anger, disappointment, or grief. Identify ways the situation could have been avoided or handled differently. Discuss ways to release the stress of the negative feelings. PE, OE, P
- Use a word processor to draft and revise a letter to Dear Abby asking advice on how to handle a stressful situation in your life. In small groups, reply to a selection of the Dear Abby letters. PE
- Brainstorm situations in which members of the group felt uncomfortable in responding to others' behaviors or requests. Create a skit, rap, cartoon, or song that utilizes refusal skill techniques to respond to peer pressure. PE

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## Applications Across the Curriculum

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### Variations on a theme: Peer Pressure

#### Language Arts

- Read a novel in which peer pressure plays a major factor. P

#### Science

- Survey changing attitudes of students toward different subject areas and compare across different grade levels. Draw conclusions about the relation of the findings to peer pressure. PE, OE, P

#### Mathematics

- Design a "peer-pressure survey" about changing attitudes of students toward different subject areas. Compare across different grade levels, and display results as an index. PE, OE

#### Social Studies

- Examine the motives for cheating on tests and the ways in which these motives relate to peer pressure. OE, P

#### Arts and Humanities

- Create a collage with peer pressure as the theme. PE

#### Vocational Education

- Collect and analyze advertisements that use peer pressure as a marketing strategy. PE, OE, P

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## Reflections



*Students' need for mental and emotional wellness parallels their need for physical wellness. In a time when stress, substance abuse, and addictive behaviors are current and well-researched topics in the typical school curriculum, the need for a focus on this academic expectation is already clearly established.*

*Students who are aware of their own mental and emotional wellness are more likely to consider those factors in their decisions. They must understand their own concerns, actions, and motives for their behavior, if they are to take responsibility for those behaviors and evaluate them for future changes. Their subsequent actions reflect that understanding in positive ways for themselves and others.*

*Through reflection and collaboration, students learn about themselves, become sensitive to the feelings of others, and learn how their actions and feelings affect others.*

# Core Concept: Mental and Emotional Wellness

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## Sample High School Activities



- Establish goals for improving and maintaining self-esteem; plan, implement, and record accomplishments. P
- Identify and analyze stressful situations in your life; develop a system for recording management progress. Select and implement a stress management technique (e.g., meditation, playing piano, exercise) for one month. Record and report findings. P
- Interview a graduate from a substance-abuse program; create a case study of his/her drug history, its effects, and the challenges of recovery. Present this case study. PE, OE
- Debate the prohibition of smoking in public areas. PE
- Research automobile accidents where alcohol or drug use was involved; express a personal opinion, in a presentation, about driving while under the influence of alcohol and drugs. PE, OE, P
- Produce a video of a workplace scenario to show how interpersonal skills with customers/clients affect profit and loss in the business world. PE

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## Applications Across the Curriculum

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### Language Arts

- Research as a class the issue of teenage suicide by engaging in several of the following activities:
    - Read a novel and/or watch a movie that focuses on teenage suicide.
    - Interview a psychiatrist who has worked with teenagers who have attempted suicide.
    - Spend an evening working on a call-in suicide prevention hotline.
    - Read articles and books about teenage suicide.
    - Interview parents, or other family members, of teenage suicide victims and/or attend a support group meeting for parents of suicide victims.
    - Gather information from other sources as needed.
- Use your research to create a one-hour multimedia program on teenage suicide which your class will present to students during a school assembly. PE, OE, P

### Science

- Role-play a doctor who has diagnosed a patient as being HIV positive. Describe to the patient how the disease could have been contracted, the treatments that are available, the short-term and long-term outlook, and possible changes required in his/her lifestyle. PE, OE

### Mathematics

- Identify dependent and independent variables in situations involving stress. Prepare a graph from words describing situation. OE

### Social Studies

- Use generally accepted norms established by health experts to examine the mental and emotional wellness of a selection of past or present world leaders. OE

### Arts and Humanities

- Create plaster masks that convey emotions; use the masks in a conflict-resolution dramatization. PE

### Vocational Education

- Develop a plan and work with small children to improve their self-esteem skills. PE
- Analyze the impact of marketing on self-esteem. OE

## Goal 2: Apply Core Concepts and Principles

### Academic Expectation

**2.33:** Students demonstrate the skills to evaluate and use services and resources available in their community.

**Learning Links:** Personal Wellness / Consumerism / Government / Medical Facilities / Immunizations / Health Insurance / Medicare/Medicaid / Communicable Diseases / Rehabilitation / Recreation / Welfare / Wellness Programs / Red Cross

**Related Concepts:** Health-Care Providers / Governmental Health/Safety Regulations and Standards / Governmental Health and Safety Agencies / Non-Profit Health Agencies / Health Systems

<i>Elementary Demonstrators</i>	<i>Middle School Demonstrators</i>	<i>High School Demonstrators</i>
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"><li>• Recognize governmental health and safety regulations.</li><li>• Identify community-sponsored agencies that maintain and promote health and safety.</li><li>• Explore non-profit, health-related agencies in the community.</li><li>• Investigate health providers in the community.</li></ul> | <ul style="list-style-type: none"><li>• Evaluate available community health systems, services, and resources serving the needs of adolescents.</li><li>• Examine governmental health and safety regulations.</li><li>• Differentiate among various governmental, health and safety, regulatory agencies.</li><li>• Assess services of non-profit and community or state sponsored agencies that promote health and safety.</li><li>• Distinguish among various health-care providers; analyze their roles.</li></ul> | <ul style="list-style-type: none"><li>• Evaluate and access available community health systems, services, and resources.</li><li>• Access governmental health and safety agencies and interpret their regulations and standards.</li><li>• Evaluate the role of non-profit and community or state sponsored health-related agencies to the health of the community.</li></ul> |
|---|--|---|

## Sample Teaching/Assessment Strategies: \_\_\_\_\_

**Collaborative Process:** Brainstorming, Cooperative Learning • **Community-Based Instruction:** Field Studies, Shadowing, Service Learning • **Continuous Progress Assessment:** Observation • **Problem Solving:** Case Studies, Interviews, Role-play, Creative Problem Solving, Future Problem Solving • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

## Ideas for Incorporating Community Resources: \_\_\_\_\_

- Interview community health specialists to determine their roles in providing health services.
- Tour an industrial facility to survey the preventive measures installed in the past ten years to conform to health and safety regulations.
- Visit community agencies to determine the health services they provide.



# Core Concept: Community Health Systems

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## **Sample Elementary Activities**

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- Interview a restaurant manager about the regulations (e.g., safety, sanitation) that must be followed. Rate the importance of the regulations and make a presentation including your justifications. PE, OE
- Identify a community agency that promotes bicycle safety. Have a representative from the agency assist the class in planning and implementing a school campaign which promotes bicycle safety. PE, OE
- Write a non-profit, health-related agency (e.g., Red Cross, American Heart Association, Hospice) requesting information; prepare a display for the school library. PE, P
- Classify local health-care agencies and providers by types; compile a personal directory which includes telephone numbers. PE, OE
- Create a coloring book that illustrates health providers in the community. PE, P

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## **Applications Across the Curriculum**

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### **Language Arts**

- Write an invitation to a variety of health-care professionals to participate in a “Health Care Awareness Day” for your school. PE

### **Science**

- Research how water treatment maintains and promotes health in the community. Participate in a field study to the community water treatment plant. Develop an awareness brochure on the role the water-treatment plant plays in health maintenance. PE

### **Mathematics**

- Use the yellow pages to produce a frequency table for the types of physicians available to the community; prepare a graph. PE, OE, P

### **Social Studies**

- Make a map illustrating the locations of health-care providers in your community. PE

### **Arts and Humanities**

- Make a poster that identifies sources of help for illnesses and accidents. PE, OE

### **Vocational Education**

- Prepare a chart of pertinent, personal health information which would help a health professional provide emergency services. PE, OE, P
- Role-play procedures for accessing health-care services in various circumstances. PE, OE

# Core Concept: Community Health Systems

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## Sample Middle School Activities

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- Conduct a survey to determine the health-care needs and concerns of adolescents. Sort and classify your data into similar groups. Create visuals (e.g., posters, brochures, displays) showing health agencies, providers, and /or resources available in the community that address those needs and concerns. PE, OE, P
- Research governmental agencies' health and safety regulations and standards for a school campus. Use information gathered to address your school's compliance with the regulations and standards. Present your findings to the school-based council. PE, OE
- Prepare a video of the various governmental health and safety regulatory agencies and their functions. PE, OE, P
- Gather and disseminate information on community agencies that provide treatment for eating disorders. PE
- Create a skit showing health-care providers in their professional roles. PE

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## Applications Across the Curriculum

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### Language Arts

- Visit a local health agency (e.g., rehabilitation center, mental health center, health department, hospital). Interview health-care professionals to determine the services offered, cost, and eligibility requirements. Design and illustrate a brochure which presents findings. PE, P

### Science

- Analyze an environmental health concern in your community. Identify and utilize agencies which can aid in resolving the potential problems. OE, P

### Mathematics

- Use community census data to estimate projected number of nursing homes needed in 20 years. PE, OE

### Social Studies

- Create and distribute, via the bookmobile, a video that describes local health-care services available to your community. Include the reasons why such services are provided (e.g., immunizations to prevent epidemics and to lower infant mortality). PE, OE, P

### Arts and Humanities

- Establish criteria and evaluate the arts and crafts program in a long-term care facility.

### Vocational Education

- Design an advertisement to promote participation in a blood drive. PE, OE, P

# Core Concept: Community Health Systems

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## Sample High School Activities



- Prepare a guide for an AIDS patient which shows where to obtain physical, mental, and emotional care and support from community health systems and resources. PE, OE, P
- Contact an individual responsible for conducting site inspections for compliance with health and safety regulations and standards. Arrange to shadow this person during an on-site inspection. In advance, examine applicable regulations and standards; prepare an inspection checklist. Present a report of your experience. PE, OE, P
- Develop a multimedia presentation that depicts the value of a non-profit, health-related agency in your community. PE, OE
- Collect and analyze data on local long-term health care facilities; select a facility you would recommend; justify your choice. PE, OE

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## Applications Across the Curriculum

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### Variations on a theme: Preventive Health Care

#### Language Arts

- Identify a health issue pertinent to your locale for which preventive services are inadequate. Write a persuasive letter, to community or state leaders, to request their assistance in fulfilling the need. OE, P

#### Science

- Invite a panel of community health personnel to class who will discuss behaviors which are detrimental to promoting healthy prenatal conditions. OE, P

#### Mathematics

- Use actuarial statistics to show why insurance companies might promote preventive health care. Target probable causes of fluctuations in the tables and how this influences the recommendations. OE, P

#### Social Studies

- Discuss ways in which health concerns influence travel preparations. Identify the countries with the most and least restrictive preventive health measures for travelers; and communicate the information. OE, P

#### Arts and Humanities

- Videotape, edit, and broadcast the science class panel discussion on the school's closed-circuit TV. PE

#### Vocational Education

- Identify agencies in the community which will accept teens as volunteers or in service-learning projects. Establish a student group in the school to connect these agencies with student volunteers. PE, OE

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## Reflections



*Students should be able to access facilities and services that promote and maintain healthy living. As well, they must have the ability to evaluate the effectiveness of these services. Students need to appreciate the role of non-profit organizations in the prevention and treatment of diseases, if they are expected to volunteer time and money for the continuation of these organizations which are vital to the community in which they live.*

*Also, as caring and knowledgeable citizens, students must be made aware of the obstacles that confront the handicapped, poor, elderly, and sick as they seek health services.*

*Students, who recognize that "no man is an island unto himself" and know that disease, illness, and accidents can strike anyone unexpectedly, will realize that some governmental intervention is necessary to ensure the health and safety of all individuals. In addition, an awareness of the types of governmental interventions will make them more conscious of their personal rights and responsibilities in the community.*

*This particular academic expectation lends itself to cross-curricular and community projects in which students become immersed in authentic, service-learning situations.*



# Goal 2: Apply Core Concepts and Principles

## Academic Expectation

**2.34:** Students perform physical movement skills effectively in a variety of settings.

**Learning Links:** Games/Sports / Dance / Aquatics / Crafts / Seamstress / Sculpting / Astronaut / Surgeon / Musician / Data Entry / Circus / Gymnastics / Rules / Sportsmanship

**Related Concepts:** Fundamental Motor Skills / Movement Concepts / Skill Analysis / Manipulative Skills / Locomotion / Non-locomotion / Body Awareness / Space Awareness

### Elementary Demonstrators



### Middle School Demonstrators



### High School Demonstrators



Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Analyze the fundamental motor-skill aspects of performance.
- Utilize fundamental motor skills and movement concepts to create movement sequences.
- Demonstrate fundamental motor skills (e.g., locomotor, non-locomotor, object manipulation) and movement concepts (e.g., body, effort, space awareness).
- Create movement using locomotion (e.g., walking, running) and non-locomotion (e.g., twisting, turning).
- Exhibit self-control in motor activities.
- Experiment with basic motor skill movement.
- Reflect on personal motivation for psychomotor skill development.
- Access psychomotor skills (e.g., individual, dual, team) using movement, mechanics, and concepts.
- Demonstrate basic dance, aquatic, team, and individual/dual sport skills.
- Combine fundamental movement activities into purposeful movement patterns.
- Evaluate physical activities for a variety of purposes (e.g., pleasure, fitness, competition).
- Analyze psychomotor skills (e.g., individual, dual, team) using movement mechanics and concepts.
- Demonstrate advanced levels of team and individual/dual sport skills.

## Sample Teaching/Assessment Strategies:

**Collaborative Process:** Cooperative Learning, Peer Tutoring, Brainstorming • **Community-Based Instruction:** Mentoring • **Continued Progress Awareness:** Portfolio Development, Self-assessment • **Problem Solving :** Creative Projects • **Whole Language Approach • Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

## Ideas for Incorporating Community Resources:

- Invite a representative from the YMCA/YWCA to explain available facilities including those for adaptive physical education activities.
- Invite community resource personnel (e.g., golf, tennis, dance instructors) to serve as skill-speciality consultants.
- Utilize local recreational facilities to provide opportunities for students to enhance skill development (e.g., tennis courts, golf courses, bowling centers).
- Invite a dance instructor, choreographer, or gymnast to help students plan a series of locomotion and non-locomotion movements to be set to music.

# Core Concept: Psychomotor Skills

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## Sample Elementary Activities

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- Analyze the skill of a partner in a psychomotor activity. PE, OE
- Balance on a variety of moving and non-moving objects (e.g., balance boards, skates, balance beams). PE, OE
- Develop a movement routine that involves the manipulation of an object (e.g., rope, hoop, ball) while moving to a rhythmical beat. PE, P
- Hand-dribble or foot-dribble a ball and maintain control in a group activity. PE
- Jump and land using a variety of take-offs and landings. Videotape and play back for analysis. PE, OE, P
- Strike a stationary ball using a hand, paddle, or bat. PE
- Utilize a variety of locomotor movements to explore the concept of personal space. PE, OE
- Pantomime an animate and inanimate object (e.g., robot, animals) as part of a group activity. PE, OE

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## Applications Across the Curriculum

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### Variations on a theme: The Circus

#### Language Arts

- Write a story in which you are a circus star. P

#### Science

- Experiment to find the ideal length for your own balance pole when you walk a balance beam. Discuss how this would relate to a tightrope walker. PE, OE

#### Mathematics

- Determine a method to estimate the height of a tightrope wire when you are sitting in the audience. PE

#### Social Studies

- Research similarities and differences between domestic and foreign circuses. OE, P

#### Arts and Humanities

- Create models of circus characters in motion. PE

#### Vocational Education

- Design a circus to be held on your school grounds starring your classmates and you. PE

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## Reflections

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*The ability to perform psychomotor skills begins with basic eye-hand coordination and locomotor and non-locomotor movement such as walking, running, turning, and twisting. Psychomotor abilities are fostered in physical education, fine arts, vocational education, and intramural and extracurricular activities. Traditional offerings include dance, aquatics, team and individual sports, sculpting, home economics, and technology education.*

*The personal skills students develop in team sports also support individually targeted goals throughout life. These life goals may be as a skilled seamstress, computer technician, sculptor, surgeon, musician, dentist, dancer, or athlete.*

*Psychomotor abilities are life skills that deserve explicit attention across the various curricula and across extracurricular activities sponsored and supported by the school. Development and refinement of these psychomotor skills are often nurtured through the many projects of the student's day. However, more deliberate focus can be incorporated into diverse subject-matter activities.*

# Core Concept: Psychomotor Skills

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## *Sample Middle School Activities*

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- Prepare a critical-analysis report on skills exhibited in a specific sport. Present to your class. P
- Participate in a variety of team and individual/dual sports. Record and analyze your performances. PE, OE, P
- Perform structured dance (e.g., square dance, folk dance, ballroom). PE
- Perform a gymnastic routine with equipment and/or movements of choice. PE, P
- Design and perform dance routines that combine locomotor and non-locomotor movements into smooth, flowing sequences with intentional changes in direction, speed, and flow. PE, P
- Create modified versions of team and individual/dual sports (e.g., tennis, soccer). PE, OE

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## *Applications Across the Curriculum*

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### **Language Arts**

- Using movement sequence, tell a story without words. PE, OE

### **Science**

- Design physical activities that can demonstrate various scientific principles or concepts, such as Newton's Laws of Motion. PE, OE, P
- Write a players' manual for a game to be played in microgravity or on another planet. Include rules, equipment needed, and desired skills. PE, OE, P

### **Mathematics**

- Measure long-jump distances. Collect data to compute the class average. PE, P

### **Social Studies**

- Research the influence of drugs and alcohol on psychomotor skills. Determine how this might impact your community. Create a visual presentation. OE, P

### **Arts and Humanities**

- Design a walking aid that is functional and aesthetic for aging adults needing assistance. PE
- Listen to the "Troubadour Song" from Carmen. Create non-locomotive movement (e.g., twisting, turning, bending, stretching, swaying) to correspond with the sections of the formal musical structures. PE, OE, P
- Design figure drawings showing movements that stay in one place (e.g., shape, wiggle, balance, rise, sink). PE, OE
- Create movement sequences alternating movement and balance. Synchronize to a fast-tempo, musical selection (e.g., "Hooked on Classics"). PE, OE
- Create, as a team, a new sport incorporating drama, music, visual arts, and dance concepts. PE

### **Vocational Education**

- Demonstrate the various gaits of walking on crutches. PE



# Core Concept: Psychomotor Skills

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## Sample High School Activities



- Keep a portfolio to document an intermediate or advanced level of skill acquisition and cognitive understanding of an activity from the following categories: dance, aquatics, team, and individual/dual sports. OE, P
- Videotape performances involving dual sport activities and develop individual skill assessments based upon a critical analysis of video performance. PE, OE, P
- Develop a two-minute gymnastic routine utilizing equipment and movement (e.g., balance, rolling, weight transformation) that is synchronized to music. Demonstrate an obvious beginning and ending. PE, OE
- Participate in a racquet sport and identify the basic skills involved. Analyze individual performance and describe personal skill development in a written report. PE, OE, P

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## Applications Across the Curriculum

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### Language Arts

- Choose a specific physical activity in which you wish to engage over an extended period of time (e.g., semester, year). Develop criteria to judge your performance of this activity. Videotape performance at several intervals during the time period. At each interval, analyze your performance, and use the criteria to evaluate. Compare each performance to past performances. PE, OE, P

### Science

- Route a laser beam through the hallways of your school using mirrors. Imitate the movement of the laser beam using locomotor skills. PE
- Produce a videotape of classmates performing an individual sport. Identify the required skills and formulate a plan to aid others in the development and improvement of these skills. PE, OE, P

### Mathematics

- Prepare a presentation of how mathematics is important to sports or fitness programs. PE

### Social Studies

- Research the influence of psychomotor skills on popularity. P

### Arts and Humanities

- Paint a picture of a sports event you witnessed. PE

### Vocational Education

- Videotape dance routines of individuals from various age groups. Analyze the performances and skill development in each group. PE, OE
- Simulate a board meeting; convince (sell) the board of directors to establish corporate teams (e.g., softball, golf, bowling). PE, OE

# Goal 2: Apply Core Concepts and Principles

**Academic Expectation** 2.35: Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.

**Learning Links:** Spectator / Sportsmanship / Exercise / Dance / Recreation / Leisure / Safety / Competition / Consumer / Elderhostel / Nutrition / Rules / Coaching

**Related Concepts:** Skill Training and Conditioning / Rules/Play Etiquette / Individual/Group Activities / Dual/Team Sports / Strategies of Play / Critical Thinking / Problem Solving / Outdoor Pursuit / Sportsmanship

<b>Elementary Demonstrators</b> 	<b>Middle School Demonstrators</b> 	<b>High School Demonstrators</b> 
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Develop a personal interest in participating in physical activities.</li> <li>• Apply fundamental strategies in simple games and activities.</li> <li>• Investigate the role of practice for successful participation in games and sports.</li> <li>• Identify health benefits that result from regular participation in physical activity.</li> <li>• Apply and use guidelines for the safe use of equipment and apparatus as related to lifetime physical activities.</li> <li>• Identify components of acceptable and unacceptable behaviors in various physical activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze the benefits (e.g., physical, mental, psychological, emotional) of involvement in lifetime physical activity.</li> <li>• Explore ways to learn new lifetime physical activities.</li> <li>• Apply rules and appropriate behaviors in lifetime physical activities.</li> <li>• Apply basic strategies in games and sports.</li> <li>• Investigate principles of training and conditioning for a variety of physical activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate ability to learn and participate in lifetime physical activities.</li> <li>• Analyze and demonstrate appropriate participant and spectator behaviors in lifetime physical activities.</li> <li>• Analyze and apply strategies of play for a variety of lifetime activities.</li> <li>• Plan, implement, and evaluate a skills-training and physical-conditioning program for lifetime physical activities.</li> <li>• Demonstrate regular participation in individual, dual, or team activities with lifetime application.</li> </ul> |
|---|--|--|

## Sample Teaching/Assessment Strategies:

**Collaborative Process:** Cooperative Learning • **Community-Based Instruction:** Field Studies, Mentoring • **Continuous Progress Assessment:** Self-assessment, Portfolio Development • **Problem Solving:** Role-play, Simulation, Case Studies, Inquiry, Investigation • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

## Ideas for Incorporating Community Resources:

- Invite community members who engage in lifetime physical activities to speak on their pursuits.
- Visit a health club, fitness center, YMCA or YWCA to observe or participate in available activities.
- Tour a physical rehabilitation center to observe full range of motion of the human body.
- Invite members of the community who are good examples of physical fitness (e.g., basketball team, ballet dancers) to discuss/demonstrate things they do to stay in condition.
- Invite an insurance agent to present differences in insurance premiums for persons involved in perilous lifetime physical activities (e.g., hang gliding, skiing, mountain climbing, sky jumping).

# Core Concept: Lifetime Physical Activities

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## **Sample Elementary Activities**



- Role-play appropriate and inappropriate participant/spectator behaviors in a game setting. Videotape and present to class. PE
- Create and perform a game or dance activity that represents a cultural background different from your own. PE, OE, P
- Interview a conditioning expert regarding appropriate and inappropriate techniques to be used during physical activities. Illustrate consequences of each. PE, OE, P
- Perform gymnastics routines using equipment (e.g., balance beam, horse, parallel bars, rope) and apply guidelines for safety. PE, OE
- Monitor heart rate before and after a jump-rope activity and discuss the benefits that are derived from regular participation in aerobic activities. PE, OE
- Create a poster illustrating the benefits resulting from regular participation in physical activity. PE, OE
- Write and illustrate a book of favorite physical activities. Explain why you like those activities. PE, OE, P

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## **Applications Across the Curriculum**

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### **Language Arts**

- Plan and perform a different physical activity one hour each day for one week. Keep a journal of your activities and your body's reaction to each. At end of the week, develop a personal fitness plan. OE, P

### **Science**

- List physical activities in which you would participate on a summer vacation day and winter school day. Calculate and compare the number of calories you would burn on each day. PE, OE

### **Mathematics**

- Compare calories expended watching an hour of television versus calories expended during other activities. PE, OE

### **Social Studies**

- Interview older people to discover positive physical activities that lead to good health. Analyze data and use to prepare a collage of beneficial lifetime physical activities. PE

### **Arts and Humanities**

- Illustrate the changes in attitude and outlook of an individual who routinely engages in physical activities. PE, OE, P

### **Vocational Education**

- Brainstorm differences in physical activities during the human life cycle. OE



# Core Concept: Lifetime Physical Activities

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## Sample Middle School Activities



- Research a game, sport, and/or dance activity representing different cultural backgrounds. Lead the class in one activity. PE
- Observe offensive and defensive strategies employed in a game activity; discuss ways these strategic principles can be used in life. PE, OE
- Create a visual display of the potential fitness benefits of a variety of lifetime physical activities. PE, OE
- View a video involving a game activity and discuss the ethical and unethical behaviors demonstrated by the participants. OE
- Survey members of the community about their physical activities and use a spreadsheet/database to chart the results by age groups. PE
- Record regular participation in an outdoor activity (e.g., hiking, canoeing, cycling) that is indigenous to the area and prepare a presentation summarizing your findings. PE, OE, P

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## Applications Across the Curriculum

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### Variations on a theme: Adult Fitness

#### Language Arts

- Interview a variety of adults about their structured physical activities. PE

#### Science

- Compile the interviews with adults, look for patterns of activity, and draw conclusions about the relationship between exercise and adult fitness. PE, OE

#### Mathematics

- Use statistics drawn from the interviews in a variety of ways to help in the analysis of the relationship between structured physical activities and adult fitness. PE, OE

#### Social Studies

- Investigate and present details about a variety of structured and unstructured adult physical activities. Discuss factors which help determine their popularity and ways in which participation in those activities is beneficial to adults involved. OE, P

#### Arts and Humanities

- Make a video showing a variety of physical activities based on the interviews. Include statistics and patterns resulting from the research. PE, OE, P

#### Vocational Education

- Invite personnel from local health organizations and fitness centers to a panel discussion on adult fitness and how it relates to adolescents. OE, P

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## Reflections



*As students make the transition from school to family, career, and work, continuous involvement in physical activity becomes increasingly important to a lifetime of physical health and well-being. They must make fitness-conscious decisions about nutritious foods, exercise programs, and recreational activities.*

*The knowledge, skills, and attitudes students develop as young people influence their values in later life. If students leave school with positive attitudes about sportsmanship and competition, with a sound nutritional background, and with a sense of how to incorporate physical activity in their daily routines, they will have already adopted the habits of life-long fitness and well-being.*

*Sportsmanship, health, exercise-consciousness, and informed consumerism of food and drug products may be included in many of the curricular areas allowing students to demonstrate progress toward this academic expectation. Interdisciplinary teams can be used to target this academic expectation of valuing physical activity throughout one's lifetime.*

# Core Concept: Lifetime Physical Activities

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## **Sample High School Activities**



- Document your participation in a skills-training and conditioning program for a selected lifetime physical activity. P
- Analyze factors (e.g., time, cost, accessibility) related to regular participation in physical activity. Correlate the benefits versus these factors. OE
- Videotape spectator behaviors during a team or individual sporting event. Critique appropriateness of the behaviors and draw conclusions on the fan's knowledge of the game. Edit, narrate, and present the videotape. PE, OE
- Examine the risk and safety factors that may affect physical activity throughout life. Present findings. OE
- Observe and analyze spectator behaviors during a sport activity. Draw conclusions and make recommendations for improvement. PE, OE, P
- Choreograph and videotape a three-minute, aerobic dance routine. Teach to classmates. PE, OE

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## **Applications Across the Curriculum**

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### **Language Arts**

- Write a new physical activity involving teams, rules, and strategies of play. PE, OE

### **Science**

- Develop a survey and gather data for correlating aerobic exercises and wellness. PE
- Monitor, quantify, and report a physiological change resulting from regular participation in a low-impact sport. OE

### **Mathematics**

- Compare the cost and availability of participating in lifetime sports (e.g., swimming, golf, softball, bowling, running, horseback riding). Summarize results in a presentation; include information about the impact socioeconomic status has on a person who wishes to participate in some sports opportunities. OE, P

### **Social Studies**

- Investigate the influence of lifetime physical activity on lifespan and its sociological implications. OE, P

### **Arts and Humanities**

- Create a multi-generational play or skit communicating the value of lifetime physical activity. OE

### **Vocational Education**

- Develop a program of physical activities for each member of your family. P
- Develop an exercise regimen for a heart-attack victim. Research and report the benefits of exercise on the cardiovascular system. OE, P
- Develop a training and conditioning program for athletes in various sports. P

# Notes



# Vocational Studies

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*Schools shall be measured on the proportion of students who make a successful transition to work, post-secondary education, and the military.*

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KRS 158.645

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**W**hat are the options after schooling? What makes a good worker? How does an individual best present oneself? All students should ask these questions and find the answers as they progress through school, P-12. It is too often assumed that through a process similar to osmosis, students are prepared to make decisions about life after school. By incorporating the vocational studies academic expectations into the curriculum, that assumption will not continue to prevail, and students graduating from Kentucky's schools will be better prepared for a lifetime of rewarding careers.

Vocational studies focuses on three academic expectations: career path options, transition skills, and post-secondary opportunities search. These are academic expectations that all students should know and be able to do to make successful transitions from school to enriched lives in careers. Vocational studies differs from traditional vocational education programs which have been primarily designed to prepare students for specific jobs.

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*In the Rockford Elementary primary program, the students have been studying "Animals in Kentucky." They have read and written stories about wild animals, pets, and farm animals. They calculated the cost of feeding their pets, looked at the effect of animals on mental and emotional wellness, developed classification tables, and made collages showing the contributions of animals throughout Kentucky's history.*

*But Ms. Goins and Mr. Luther wanted to integrate vocational studies into the unit. They sought advice from their students.*

*"We could visit the Kentucky Horse Park and find out the kinds of jobs in the horse business," said Susie, who especially liked horses.*

*"Let's go to the stockyards and see what they do in that smelly place," Jim cried, very characteristically.*

*"I don't know," said Kate, "I think I'd rather talk to a lot of people, like veterinarians and pet-shop workers. Or maybe go to the zoo and see what workers do there."*

*They were full of ideas! The teachers were pleased; they learned from their students that vocational studies could be incorporated into almost any unit in ways that are exciting for students.*

## Vocational Studies for Elementary Students

**H**ow soon does it begin? The primary years provide appropriate opportunities for students to be involved in activities designed to develop an appreciation of work and an awareness of self and career options. They should examine the relationship between school studies and work; this will enable them to make vital connections that will give meaning to their learning. Elementary students should begin to develop a work ethic, work in teams, resolve conflict, and set short-term goals.

## Vocational Studies in the Middle Grades

**H**ow do students make decisions about high school courses at the end of the eighth grade? Too often, decisions are made about high school with minimal student introspection, thought, or input. However, if students were given more opportunity to investigate career options, study the relationship between careers and life roles, and connect educational achievement to career opportunities, they would be more capable of setting clear directions and goals for high school and beyond.

Educators must do everything in their power to encourage and assist **all** students to be the best they can be. By integrating the vocational studies academic expectations into the curriculum, teachers help students create visions for their futures and to realize their full potential. In order to do that, students must lay the foundations through early exploration, planning, and periodic revisions of the goals they set for themselves.

In the middle grades, they should begin to intently investigate career options, explore mentoring relationships, and examine networking systems. Community-based instruction and youth organizations are excellent ways to instill a work ethic in students. Further, as they become employed in part-time and summer jobs, such as baby-sitting and yard work, students can start to consider and plan ways to market their strengths. Through all of these experiences, they begin to develop positive attitudes, learn perseverance, become dependable, take responsibility, and acquire other attributes that lead to success in life.

## Vocational Studies for High School

**I**s there life beyond high school? Unfortunately, many students do not become concerned about life beyond school until their senior year. Eighteen-year-olds are expected to make one of the most crucial decisions in their lives, often with little advanced thought or preparation. How can they make wise decisions without having demonstrated strategies for selecting career-path options?

Students need to know the demands of a career and how it will affect their multiple roles in life. While in high school, they should focus on acquiring the knowledge and skills necessary for making successful transitions to college, technical school, military service, and/or work. Students must exhibit those attributes that are valued by employers and demonstrate the techniques for marketing themselves which will serve them throughout life in a rapidly changing technological society.

## Closing Comments

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*One reason for the nation's 29% dropout rate is that young people don't see a clear connection between what they are supposed to learn in class and what they'll need to succeed in a career.*

**Alan Deutschman**

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**C**an society afford for students and schools to continue the practice of treating vocational studies as an afterthought? The answer is unequivocally no. It is vital that students learn about work. Therefore, the concepts learned in vocational studies are critical and must be made a part of the instructional program.



# Goal 2: Apply Core Concepts and Principles

## Academic Expectation

**2.36:** Students use strategies for choosing and preparing for a career.

**Learning Links:** Self-assessment / Labor Market Trends / Prediction / Trends / Community Service / Self-fulfillment / Adaptability / Teaming / Continuing Education

**Related Concepts:** Interest/Abilities/Aptitudes / Multiple Life Roles / Career Opportunities & Trends / Characteristics/ Requirements of Occupations / Career Planning / Career Diversity/Change / Economic Opportunities

<b>Elementary Demonstrators</b> 	<b>Middle School Demonstrators</b> 	<b>High School Demonstrators</b> 
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

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|---|--|--|
| <ul style="list-style-type: none"> <li>• Compare different careers to determine the various requirements.</li> <li>• Analyze and compare how different careers affect life roles (e.g., parent, spouse, community leader).</li> <li>• Relate school studies to life pursuits.</li> <li>• Examine and group careers found in the community.</li> <li>• Communicate the concepts of work and career.</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate a preliminary, personal career plan.</li> <li>• Assess personal strengths, interests, and abilities.</li> <li>• Analyze the relationship between educational achievement and career opportunities.</li> <li>• Demonstrate knowledge of the interrelationship of life roles, lifestyles, and careers.</li> <li>• Explore career options in different occupational clusters and geographic areas.</li> </ul> | <ul style="list-style-type: none"> <li>• Make and defend a personal career choice.</li> <li>• Appraise characteristics and requirements of personal career options; evaluate effects on lifestyles and multiple life roles.</li> <li>• Analyze, interpret, and evaluate present and future job markets.</li> <li>• Assess personal performances and interests; integrate assessment results in career planning.</li> <li>• Analyze the interrelationships of school and work experiences to life goals and career planning.</li> </ul> |
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## Sample Teaching/Assessment Strategies: \_\_\_\_\_

**Collaborative Process:** Brainstorming, Cooperative Learning • **Community-Based Instruction:** Mentoring/ Apprenticeship/Co-op, Shadowing • **Continuous Progress Assessment:** Anecdotal Records, Interviews, Observations, Portfolio Development, Performance Events/Exhibitions • **Problem Solving:** Brainstorming, Inquiry, Investigation, Case Studies, Creative Projects, Interviews • **Technology/Tools:** Computers, Calculators, Interactive Video, Multimedia, Videotaping, Telecommunications • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

## Ideas for Incorporating Community Resources: \_\_\_\_\_

- Shadow individuals on the job in the community and evaluate their careers based on pre-established personal criteria for a "good job."
- Invite a representative from an employment agency or placement firm to discuss present and future job opportunities at local, state, and national levels.
- Invite employers and representatives from universities and colleges, technical schools, and military branches to participate in a career fair.

# Core Concept: Career Path

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## **Sample Elementary Activities**



- Use technology to investigate the educational and skill requirements of different careers. Present a visual to the class. PE, OE
- Interview family, neighbors, and school personnel to identify the demands their careers make on their personal time. Decide how this might impact their family roles and pursuit of personal interest. PE, OE
- Investigate how individuals in jobs use mathematics, science, reading, writing, and social studies in their work. Communicate through graphs and charts. PE, OE
- Collect real objects or tools used in specific careers in your community. Use your collection to group the careers into like categories. PE, OE
- Plan and participate in a hat day that illustrates different careers. PE
- Complete a series of chores over a one-week period. Discuss the differences between work and play. PE, OE

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## **Applications Across the Curriculum**

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### **Language Arts**

- Review career opportunities in local and statewide newspapers; classify the opportunities on a chart. PE, OE
- Compose a story about working in a career you have investigated. OE

### **Mathematics**

- Use advertisements from local newspapers to compare the salaries of a number of occupations. Graph or chart your findings. PE, OE
- Explore careers (e.g., architect, sculptor, graphic designer) in which the use of shapes and models is an important part. OE, P

### **Arts and Humanities**

- Compose a rap or other musical piece to describe the challenges of a career. PE, OE

### **Science**

- Categorize the science-related "Help Wanted" advertisements. Graph and share the results. PE, OE

### **Social Studies**

- Interview employees in various "judicial system careers" to determine their roles in ensuring due process. PE, OE

### **Practical Living**

- Interview someone who works to determine the relationship between his/her occupation and lifestyle. Report your findings. PE, OE
- Research the number of people playing professional basketball and high school basketball. Discuss the actual opportunities in professional sports. OE, P

# Core Concept: Career Path

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## Sample Middle School Activities



- Develop an Individual Career Plan (ICP) to determine courses for the freshman year. PE, OE
- Complete a range of assessment activities to identify strengths, interests, and abilities. Develop a personal profile. PE
- Survey individuals in various careers; graphically present the correlation between educational achievement and career opportunities. PE, OE
- Gather data (e.g., income, working conditions, continuing education requirements) about a number of careers which interest you. Using the data, develop a multimedia presentation which shows how career choice impacts lifestyle. PE, OE, P
- Initiate a one-day career exchange program with local community members. PE

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## Applications Across the Curriculum

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### Variations on a theme: Career Day

#### Language Arts

- Write letters inviting representatives from a variety of careers and institutions to participate in a "Career Day" in your school. OE

#### Science

- Design posters to be displayed at each booth which illustrates how that career has changed over time. PE, OE.

#### Mathematics

- Calculate the cost per student to each institution who sponsored a representative. OE

#### Social Studies

- Develop an assessment instrument and evaluate the use of democratic principles used by the group during the planning process for the "Career Day." PE, OE

#### Arts and Humanities

- Videotape, edit, and broadcast a tape with highlights of the "Career Day." PE, P

#### Practical Living

- Research stress and other health-related threats associated with each career exhibited; prepare bar graphs for display or dissemination on "Career Day." OE

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## Reflections



*Stop the average high school senior in the hall and ask what he/she plans to do after graduation and the likely response will be, "Go to college." But, further questioning about the specifics will reveal that the student simply realizes the end of high school is nearing and he/she must do something afterwards; no thorough planning has occurred in making the decision.*

*Traditionally, instruction has focused intently on isolated, discrete facts/skills for twelve years with little regard for life beyond schooling. As early as primary school, students should begin to make connections between school and work. In adult society, work is viewed as a means of becoming a self-sufficient, contributing member of the community; yet little emphasis is placed on careers and career planning throughout elementary, middle, and high school. It is just suppose to happen.*

*The selection of a career path is dependent on so many variables, it often becomes an elusive process for many young people. Even adults who are proceeding along on a well-worn career path will often joke about what they want to be when they "grow up." Settling on a career option is complex and students need much guidance in this area. They must consider not only their interests, but also their aptitudes, which encompass their talents, skills, and attitudes.*

*You must do whatever you can to help prepare students to make career decisions beyond schooling. Cross-curricular instruction that connects content to work experiences is a natural strategy to use when working toward this academic expectation.*

*Sources: Fogarty & Haack—Future World, Future School*

*Fogarty & Bellanca—Patterns for Thinking, Patterns for Transfer*



# Core Concept: Career Path

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## *Sample High School Activities*



- Complete an Individual Career Plan (ICP) for your immediate future. Justify your plan. OE, P
- Develop a multimedia presentation depicting a new trend in an established career. P
- Explore the changing role of the military and its ability to provide jobs. Deduce changes in skills required to be a soldier of today as compared to 50 or 100 years ago. OE
- Generate a database of present and future job markets. Make an “endangered species” list of jobs and/or careers. PE
- Shadow an individual employed in a career that interests you. Project yourself in that role; illustrate/explain how certain characteristics you possess would meet those required in the career and how others would need to be strengthened. OE, P
- Modify the current Individual Career Plan (ICP), throughout high school years, using the career portfolio. PE, OE
- Interview employment counselors or personnel directors to determine the impact of school and work experiences on career planning.
- Use the results of your personal assessment surveys to select four or five career options. Investigate the characteristics and requirements of each. Prioritize the options based on how each might affect your lifestyle and multiple life roles. PE, OE

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## *Applications Across the Curriculum*

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### **Language Arts**

- Interview employers in the community and analyze the relationship between work and school. P
- Write letters to selected colleges/universities about an educational program for a chosen career. P

### **Mathematics**

- Develop a statistical database on current and predicted career opportunities in an occupational cluster. P

### **Science**

- Investigate and present careers that utilize a specific scientific technique (e.g., gene splicing, titration or remote sensing). OE, P
- Analyze the impact of extended life span on society. Predict the resulting effects on career opportunities for young people. OE

### **Social Studies**

- Investigate careers in a specific occupational cluster; place each career on an international map to show where it is concentrated. PE
- Research and develop a board game showing how strengths, interests, and abilities will affect career choices in the social studies area. PE, OE, P

### **Arts and Humanities**

- Design a multimedia presentation on a selected career. PE

### **Practical Living**

- Interview individuals (e.g., sports broadcasters, coaches, athletic trainers, physical therapist, fitness center owners/instructors, YMCA/YWCA directors, camp directors) who participate in careers linked to physical activities. Investigate employment opportunities and educational requirements for these careers. OE, P
- Tour Kentucky Tech Centers to observe and collect information about different technical training programs. PE

# Goal 2: Apply Core Concepts and Principles

## Academic Expectation

**2.37:** Students demonstrate skills and work habits that lead to success in future schooling and work.

**Learning Links:** Responsibilities / Rights / Technology Applications / Resource Management / Appearance / Teaming / Internship / Apprenticeship / Public Speaking / Cultural Diversity

**Related Concepts:** Conflict Resolution / Work Ethics / Teamwork / Leadership / Critical Thinking / Problem Solving / Self-assessment / Communication Skills / Interpersonal Skills / Self-motivation / Self-discipline / Safety

<i>Elementary Demonstrators</i>	<i>Middle School Demonstrators</i>	<i>High School Demonstrators</i>

Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

- Seek and demonstrate appropriate resolutions to conflict.
- Demonstrate positive work ethics and habits.
- Attempt new tasks and/or challenges with confidence.
- Use technology to display information in various ways.
- Use team skills in a group to complete a task and/or solve problems.
- Share tools and work cooperatively on a task.

- Practice mediation/facilitation skills to assist with conflict resolution and problem solving.
- Evaluate work ethics of self.
- Compare and analyze the effectiveness of various technology and use for a specific purpose.
- Analyze and practice employability attributes valued by employers.
- Demonstrate behaviors which reflect concern for the safety of self and others.

- Interpret new knowledge/skills/experiences; integrate with existing information; apply in a workplace concept.
- Use mediation/facilitation skills to assist with conflict resolution and problem solving.
- Assess employability attributes and work ethics of self and others.
- Analyze, select, and use appropriate technology to efficiently complete a task and/or enhance productivity.
- Modify behaviors which jeopardize the safety of self and others.

## Sample Teaching/Assessment Strategies:

**Collaborative Process:** Brainstorming, Cooperative Learning • **Community-Based Instruction:** Mentoring/ Apprenticeship/Co-op, Shadowing • **Continuous Progress Assessment:** Observation, Performance Events/Exhibitions • **Problem Solving:** Case Studies, Creative Problem Solving, Debate, Interviews, Research, Role-play, Simulation • **Technology/Tools:** Computers, Videotaping • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

## Ideas for Incorporating Community Resources:

- Work with the local chamber of commerce to develop internship experiences for students.
- Invite a labor relations mediator to demonstrate mediation and negotiation skills.
- Invite a business representative to discuss the effects of negative employee attributes on profit margin.

# Core Concept: Transition Skills

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## Sample Elementary Activities

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- Role-play the process of resolving a conflict. PE
- Create a mural to illustrate work ethics and habits of employees in a variety of occupations. PE, OE
- Use a technology tool (e.g. computer, telephone, FAX) with which you have had no prior experience. PE
- Use a telephone simulation to demonstrate proper telephone techniques. PE
- Work in a group to design a collage illustrating the type of dress appropriate for a specific workplace. OE
- Develop and implement a plan to improve a personal characteristic for work habit (e.g., completing task on time, being dependable, working well in a group). PE, OE

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## Applications Across the Curriculum

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### Variations on a theme: Work Skills

#### Language Arts

- Interview a school principal. Discuss how communication skills are used in the job. PE, OE

#### Science

- Develop a checklist of basic and integrated science process skills. Interview employees in various occupations to determine which skills they use on their jobs. PE

#### Mathematics

- Collect data and tabulate what workers in your school feel are the most important job skills. PE, OE

#### Social Studies

- Develop and distribute a survey to discover what people in your school feel are the ten most important work skills. PE, OE

#### Arts and Humanities

- Design an award for an outstanding worker in your school. PE

#### Practical Living

- Develop a theme collage of people at work that focuses on a work skill. PE

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## Reflections

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*How many times have you waited in line for service while employees casually chatted? How often have you called a place of business to be treated as if you were a real bother? It doesn't take long for us to complain to friends about the poor service we received and declare we wish "these people" had been taught good work ethics at some point in their lives! The reality is that kids who are not taught these traits in school find it difficult to learn them as adults.*

*Attributes such as positive work attitudes, dependability, maintaining confidentiality, self-motivation, perseverance, and patience must be emphasized in instruction. Service-learning projects and other community-based instructional strategies are excellent ways for students to see the importance of employability attributes in life.*

*Students must be given opportunities to investigate and practice skills that are desired of workers and teachers must serve as role models. Developing a work ethic that is appreciated in our society is critical if students are to make a successful transition from high school to post-secondary experiences, and to life itself.*

*Source: Fogarty, Perkins & Barell—The Mindful School: How to Teach for Transfer*



# Core Concept: Transition Skills

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## **Sample Middle School Activities**



- Work with a group to plan and produce a technologically innovative media presentation. Record conflicts which arise; note the mediation/facilitation skills used in resolving the conflicts. PE
- Research employability attributes valued by employers. Based on your research, develop a survey instrument; conduct a survey of teachers, parents, and neighbors to determine the attributes they think are most important. Analyze the survey results and prepare a summary report. PE, OE
- Observe a workplace scenario; develop and present a chart of the positive and negative attributes exhibited. PE, OE, P
- Design a community-based project to provide services (e.g., lawn mowing, reading mail or books) to senior citizens. Establish criteria, in advance, for evaluating the work ethics practiced by each worker. Use the criteria to evaluate yourself. PE, OE
- Plan and produce a videotape that shows a work team solving a work-related issue. PE, OE
- Create a display, poster, or collage of safe and unsafe practices in school, on the bus, or in the home. PE

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## **Applications Across the Curriculum**

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### **Language Arts**

- Assemble a toy following the company's written or graphic directions. PE
- Watch and analyze a television program that depicts people in the workplace; chart employability attributes as acceptable/unacceptable. Discuss the realities of the program's portrayal of work. PE, OE

### **Science**

- Debate the advantages and disadvantages of developing a natural area for commercial use from the perspectives of different community members. PE, OE
- Role-play a situation that might occur in a science or technology-related career (e.g., space exploration) if someone on the team was undependable. PE, OE

### **Mathematics**

- Create a survey and collect data on middle school students' ideas about employee attributes. Present your conclusions using graphics. PE, OE
- Plan a class trip that fits within a defined budget; at the conclusion, present how the group used employability skills (e.g., teamwork, critical thinking, creative thinking, resource management, conflict resolution) in the planning process. PE, OE, P

### **Social Studies**

- Develop a government-job showcase in which skills, knowledge, and attributes needed for specific careers (e.g., police officer, court designated worker, firefighter, judge) are presented. Role-play a work scene. PE, OE

### **Arts and Humanities**

- Develop and present a drama depicting work ethics. PE, OE
- Design and display a work safety poster. PE, OE

### **Practical Living**

- Investigate a sports-related job to determine the desired employee attributes required for the position. PE, OE



# Core Concept: Transition Skills

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## **Sample High School Activities**



- Participate in an apprenticeship, co-op, volunteer, or intern program; practice work ethics and habits valued in the work setting. Complete a self-evaluation. PE, OE
- Reconstruct problems in a workplace setting that may have been caused by misunderstandings about other cultures, personalities, and/or work styles. Illustrate the use of mediation/facilitation skills. PE, OE
- Participate in youth organization projects; make a presentation to a community group about how involvement in youth organizations can contribute to job readiness. OE, P
- Research an avocation/career that demands extreme commitment and dedication. Draw and present your conclusions on why someone might choose that avocation/career. OE, P
- Work in a group to design and implement a community project that will utilize a variety of technology skills. Use pre-established criteria to evaluate the employability attributes and work ethics of each group member. OE, P
- Compile an inventory of unsafe behaviors exhibited by teenagers. Design and produce campaign materials (e.g., video presentation, brochures) to promote a change in those behaviors. Plan strategies and implement the campaign. OE, P
- Analyze and evaluate the issues of a labor dispute in your community. Simulate a similar dispute in a class group; mediate to resolve the conflict. PE, OE

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## **Applications Across the Curriculum**

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### **Language Arts**

- Develop a safety manual for a specialized classroom (e.g., chemistry, computer, home economics). P
- Organize a seminar which focuses on skills and attributes most valued by employers. Develop a handbook for distribution to the students. PE, OE, P

### **Science**

- Survey individuals employed in science-related careers to identify critical attributes of each career. Correlate your findings and complete a self-assessment to determine your areas of strength. PE, OE
- Collaborate with local industries, businesses, conservation offices, and colleges to plan and implement a conference (e.g., Earth Day, Career Work Fair) for your local school and community. PE

### **Mathematics**

- Create a survey for high school students about their expectations for a job. Survey employers about their expectations of employees. Correlate the two surveys and publish your findings on a database. OE, P
- Create a business enterprise as a group. Project the budget, including profits, for the first year. PE, OE

### **Social Studies**

- Research labor strikes to determine the impact on industries and careers. OE
- Research the community's potential for industrial growth. Utilizing this information, role-play a board meeting at which construction of a new factory is being considered. PE, OE

### **Arts and Humanities**

- Create and express in an art form (e.g., painting, play, skit, musical composition) interactions that might occur between an employer and employee. PE, OE

### **Practical Living**

- Research factors (e.g., cost, benefits) to a business/company considering providing health clubs for its employees. PE, OE

# Goal 2: Apply Core Concepts and Principles

## Academic Expectation

**2.38:** Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

**Learning Links:** Applications / Interviews / Planning / Continuing Education / Multimedia Research / Networking / Mentoring / International Markets / Future Trends / Supply/Demand

**Related Concepts:** Goal Setting / Networking / Mentoring / Marketing Self / Critical Thinking / Communication Skills / Problem Solving / Decision Making

<b>Elementary Demonstrators</b> 	<b>Middle School Demonstrators</b> 	<b>High School Demonstrators</b> 
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

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|---|--|---|
| <ul style="list-style-type: none"> <li>• Develop a transition plan from elementary to middle school.</li> <li>• Examine the concept of mentoring.</li> <li>• Develop and implement a personal short-term goal based on self-assessment.</li> <li>• Create ways to depict personal strengths.</li> <li>• Assume responsibility for completing chores.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop a transition plan from middle to high school.</li> <li>• Develop intermediate and short-term goals.</li> <li>• Evaluate personal presentation skills.</li> <li>• Examine the concept of networking.</li> <li>• Act as a mentor.</li> <li>• Develop and use strategies to highlight personal strengths.</li> </ul> | <ul style="list-style-type: none"> <li>• Design and implement a self-marketing package (e.g., resume, application, portfolio).</li> <li>• Evaluate post-secondary programs and/or work opportunities.</li> <li>• Develop short-term, intermediate, and long-term goals for searching post-secondary opportunities, include mentoring and networking. Justify plan.</li> </ul> |
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## Sample Teaching/Assessment Strategies:

**Collaborative Process:** Cooperative Learning • **Community-Based Instruction:** Mentoring/Apprenticeship/Co-op, Shadowing • **Continuous Progress Assessment:** Self-assessment, Observation, Performance Events/Exhibitions • **Problem Solving:** Inquiry, Case Studies, Creative Projects, Interviews • **Technology/Tools:** Calculators, Computers, Interactive Video, Telecommunications, Video/Videotaping • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

## Ideas for Incorporating Community Resources:

- Invite an employment service representative to discuss the value of networking in the employment search process.
- Invite personnel and admissions directors to critique student applications.
- Invite a panel of individuals and their mentors to illustrate the effectiveness of mentoring systems.
- Invite a personnel director to conduct mock interviews.

# Core Concept: Post-Secondary Opportunities Search

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## **Sample Elementary Activities**



- Brainstorm and discuss changes that might occur when someone enters middle school. Project strategies for a smooth transition. Design and implement a transition plan. PE, P
- Set short-term personal goals; monitor and record your progress. P
- Appraise personal skill(s) to identify those in which you are particularly proficient; select an older partner and complete a product with his or her support. PE, OE, P
- Analyze chores in home or school to determine which ones you are qualified to complete. Convince a family member or teacher to let you assume responsibility for one or more choices. PE, OE

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## **Applications Across the Curriculum**

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### **Language Arts**

- Read a story about an individual who set a personal goal; organize and display the steps taken to reach the goal. OE

### **Science**

- Identify persons within the school with whom you may network to complete a science project. PE

### **Mathematics**

- Use a scale of 1 to 10 to graph your personal strengths; write a persuasive letter to an individual or group presenting your qualifications to provide a specific service. OE

### **Social Studies**

- Invite a law enforcement officer to assist the class in setting goals for becoming better citizens. PE, OE
- Host a "Dress-Like Day" where students wear apparel from characters in history. Determine the occupation of each character. PE

### **Arts and Humanities**

- Create a television show, "Jobs I Can Do," by illustrating jobs at home, classroom, and school. PE, P

### **Practical Living**

- Establish a mentoring relationship with an adult to develop a plan that deals with one aspect of wellness (e.g., nutrition, exercise). OE, P

# Core Concept: Post-Secondary Opportunities Search

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## **Sample Middle School Activities**



- Select an elementary student to mentor. Develop and implement a plan to assist the student in making the transition into middle school. PE, P
- Videotape and critique a mock interview. PE, P
- Create and present a marketing strategy for selling a service you have to offer (e.g., lawn care, baby-sitting). Investigate requirements of the service and produce a visual tool to use in marketing your service. PE, P
- Develop goals and plans for getting a summer job; have classmates critique your plan. Create a network of individuals who might help you make connections for obtaining a summer job. Make contacts. PE, OE
- Network with others to complete a task/project. PE

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## **Applications Across the Curriculum**

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### **Language Arts**

- Develop a personal job resume for a position (e.g., baby-sitting, pet care, lawn care). PE
- Write a letter to accept/reject a story submitted to a publishing company. OE
- Conduct a panel discussion about being in middle school for elementary school students. PE, OE

### **Science**

- Form a network of science professionals to assist the class in planning an out-of-state, science-related trip (e.g., space center in Alabama). PE

### **Mathematics**

- Tutor a younger student in mathematical applications. PE, OE
- Set goals to improve mathematical skills; write a self-assessment of mathematical progress at the end of each grading period. PE, OE

### **Social Studies**

- Develop immediate and long-term goals to help a candidate seeking a public office. PE, OE
- Interview a local politician about the use of networking in political careers. PE

### **Arts and Humanities**

- Create a video self-portrait. P

### **Practical Living**

- Assist an inactive adult in setting intermediate goals for a healthy, active lifestyle. PE, OE



# Core Concept: Post-Secondary Opportunities Search

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## Sample High School Activities



- Develop a network to enhance the implementation of your career plan. P
- Assess availability of mentoring opportunities within a chosen career. Participate in a mentoring program. Share what has been learned in an oral presentation, report, brochure, or video. PE, OE, P
- Request and examine catalogues from various post-secondary institutions. Evaluate them as they relate to career goals and personal resources. OE, P
- Survey community businesses and post-secondary institutions to determine the most valuable elements of a self-marketing package. Develop a prototype package. OE, P
- Visit a post-secondary institution which offers programs that relate to a career choice. Chart and present strengths and weaknesses of the institution. PE, OE
- Develop goals and plans for an opportunities search leading to a mock interview with a business, industry, or school person. Videotape the interview for evaluation. OE, PE, P

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## Applications Across the Curriculum

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### Variations on a theme: Goal implementation

#### Language Arts

- Present a proposal to the school board requesting a day from the school year to use for a career exploration opportunity, such as shadowing. PE, OE

#### Science

- Shadow a local citizen who is involved in a science-related career. Summarize the experience. PE, OE

#### Mathematics

- Research statistics on the number of men and women represented in mathematic-related fields and the kinds of careers pursued by each. Examine current trends to determine a change in career goals. PE, OE

#### Social Studies

- Interview community leaders and recent graduates about the importance of goal implementation when conducting a search for the "right" college, university, technical school, or satisfying job. PE, OE

#### Arts and Humanities

- Research the importance of second language skills in post-secondary opportunities. Visit a middle or elementary school to assist students in setting goals for becoming proficient in a second language. PE, OE

#### Practical Living

- Investigate and present the impact of goal implementation on the mental wellness of an individual. OE

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## Reflections



*Receiving an acceptance letter from a major university or from a personnel director with a major company often depends on the applicant's ability to present him/herself in the best light. While "post-secondary opportunities search" is a concept that logically concerns high school students, many aspects encompassed in learning to market oneself should begin in primary school.*

*Students do not magically become aware of their strengths, have the ability to set realistic goals, and have the confidence to persuade others of their capabilities. These skills must be taught and practiced over time.*

*Teachers must guide students in setting expectations for future plans, in the investigation of alternative paths, and in the development of strategies to achieve their goals. The key to students enhancing their post-secondary opportunities is the expectations they have of themselves. These are areas that all grade levels and all teachers can target.*

# Notes